

Point of View

By Albert H. Teich

THE NOTION of setting priorities has become something of a shibboleth among science-policy makers in the past year or two. The outlook for research funding is said to be bleak. Even the relatively modest (and generally insufficient) growth we have seen over the past several years cannot be sustained indefinitely in the face of a growing budget deficit, a weak economy, and rising demands from other claimants on the federal purse. The only way to preserve the fabric of science in these difficult times, we are told, is to set priorities—to make rational choices among the many areas of research and allocate our scarce resources among them. And if the scientists don't set these priorities for themselves, then politicians will do it for them.

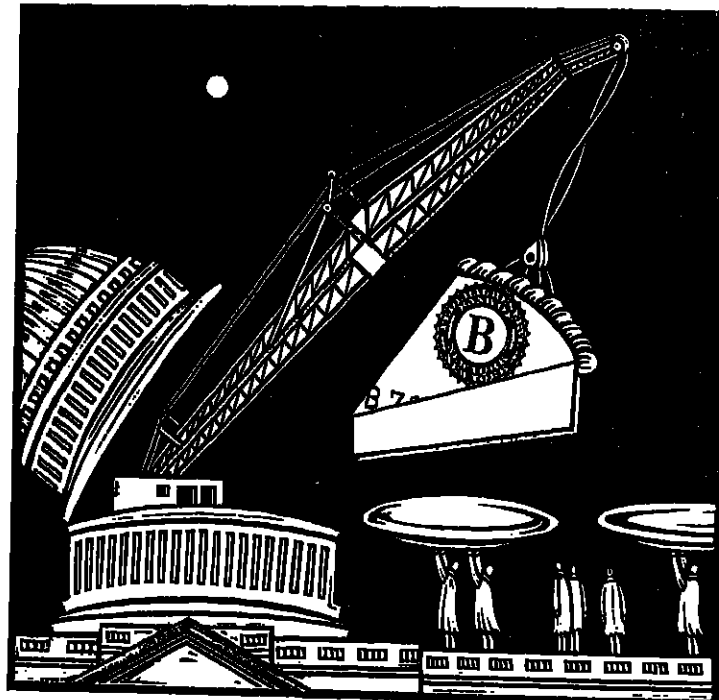
But discussions of priority setting are filled with misunderstandings of the budget process and how science is treated within it. If the research community is to make a productive contribution to the growing debate over science funding, those who would take part need a better understanding of how priorities are (and are not) set in our system. One step in this direction is to recognize some of the popular myths that mislead many would-be participants:

Myth #1: Budgets for research programs are competing against one another for pieces of a limited pie. The federal pie is unquestionably limited, but research programs compete for their shares against many other non-science programs, not directly against one another. This seemingly obvious aspect of the budget process is too often overlooked in discussions of priority setting. There is no single budget for research that gets divided up among different projects and disciplines. Rather, research is included in various agency and department budgets along with the other programs that those entities finance—and those entities compete against one another, first for a share of the President's overall budget and then in 13 Congressional appropriation bills.

The budget for the National Science Foundation, which is part of an appropriations bill for independent agencies as well as for the Departments of Veterans Affairs and Housing and Urban Development, thus competes against the National Aeronautics and Space Administration (since both are "independent agencies"), but it also competes against housing and veterans programs, which are much larger components of that bill. The National Institutes of Health contend with health services, labor, and social-welfare programs. The Department of Energy's research is pitted against other DOE programs and river, harbor, and dam-construction projects. Thus research programs in NSF, NIH, and DOE do not face off directly against one another, and none of the civilian research programs competes directly with Defense Department research.

Myth #2: The debate over priority setting is something new in science policy. It's not. In fact, it is a hardy perennial of science policy. When times are good, it receives little attention. But when money is tight or when the physicists demand a new multibillion-dollar accelerator, it pops back up. In the early 1960's, the proposals that eventually led to the construction of Fermilab stimulated a spirited debate over "scientific choice" (i.e., priorities). Twenty years later, in June 1981, when George Keyworth became the President's science adviser in the midst of the Reagan Administration's initial budget-cutting orgy, he announced in his first speech that the United States could no longer afford to be first in every field and that we had to set priorities.

Myth #3: Priority-setting exercises like the one recently conducted in astronomy should be followed by the whole scientific community so that priorities can be set among disciplines. The highly praised 10-year plan for astronomy is just the most recent in a long series of



Discussions of Setting Science Priorities Are Filled With Misunderstandings

such exercises conducted within scientific disciplines. But such plans are of little help in setting priorities across disciplines. Getting astronomers to make choices among telescopes is a far cry from getting the scientific community to agree on the relative importance of molecular genetics, atmospheric chemistry, and materials science.

Myth #4: Developing criteria for judging projects is the hardest part of setting priorities in science. This is actually the easy part. Several versions have been proposed, most of which boil down to some version of those first proposed in 1963 by Alvin Weinberg, director of the Oak Ridge National Laboratory: (1) the "ripeness" of a field for exploitation; (2) the competence of scientists in the field; (3) technological utility (practical uses); (4) scientific merit (extent to which the research will illuminate problems in other areas); and (5) social merit. Putting such criteria to work in a meaningful fashion across disciplines is a much more difficult matter.

Myth #5: Up to now, scientists have not set priorities; they have just asked for everything they wanted. This assertion, heard frequently in Congress and coupled with an admonition that such lack of restraint can't go on any longer, is strictly rhetoric. Federal agencies are continually setting priorities within and among research programs. Scientific panels (including one in physics chaired by President Bush's science adviser, D. Allan Bromley, back in 1970) have been recommending disciplinary priorities for years, and their recommendations often have been incorporated into agencies' plans.

Myth #6: Congress is eager for scientists to recommend a coordinated set of priorities. Again, this is rhetoric. Calling on the scientific community to "get its act together" makes good press but means little in practice. Even if we suspend disbelief and assume that scientists somehow manage to reach consensus on an agenda for research, Congress would have no means of dealing with such a coordinated proposal. Responsibility for research is dispersed among a large number of committees and subcommittees, none of which has authority over the whole enterprise.

Myth #7: Setting priorities among fields of science is the most rational way to spend limited funds. Certainly, one could argue that systematically setting priorities for research is likely to lead to better results than giving

out money according to who has the most political clout. On the other hand, it is not clear that there is a scientific or "rational" answer to the question of which area or areas of research are more important. Basic biomedical research and high-energy physics, for example, are both important in different ways. While their respective contributions can be clarified by applying various criteria, in practice the distribution of funds between them depends on the weight assigned to each of the criteria—i.e., the relative value society places on improving our understanding of life processes versus understanding the fundamental structure of matter and energy. Such a decision is more a matter of political "rationality" than scientific "rationality."

Myth #8: Setting priorities will stop the discussion among scientists. No one who understands anything about science and scientists can take this assertion seriously. Scientists are advocates by nature—for their hypotheses, theories, subdisciplines, and disciplines. They are no more objective about the relative value of different fields of science than are any other human beings with vested interests, and their differences are not likely to be resolved by any conceivable priority-setting process.

Myth #9: Political criteria are not appropriate for setting priorities among scientific initiatives. This is partly true. Political criteria do not belong in the allocation of funds for individual projects; at that point, scientific quality, relevance, and similar factors should be the dominant criteria. This is why the academic pork barrel is so worrisome. But, as one moves up the scale to higher levels of decision making, the balance shifts. At the level of agency budgets and megaprojects—the big decisions—political criteria are central to the accountability of government and to the democratic process.

Myth #10: If money is cut from some areas of research or some megaprojects, it will be available for other research. This is perhaps the biggest fallacy of the entire priorities debate. Scientists who advocate terminating the Superconducting Supercollider or the human-genome project in the expectation that that will free up funds for their own areas misunderstand the federal budget process. Only rarely do cuts in one agency's programs translate into increases in another's. Such tradeoffs do occur within agencies (i.e., between the SSC and other Department of Energy basic-research programs), but when two programs are in separate appropriation bills or even separate agencies within the same bill, no mechanism exists by which savings in one research program can be transferred to another.

DOES ALL THIS MEAN that scientists have nothing to contribute to priority setting for research? Not at all. Scientists have a great deal to contribute, but not by pursuing the unattainable goal of a consistent set of priorities for all of science that would somehow be presented to government decision makers on stone tablets.

Discussions of priorities among researchers need to be recognized as a means of informing decision makers, of providing balanced information on the prospects and limitations of various areas of research, and of moderating irresponsible claims. Such input from researchers can help decision makers block "end runs" by those who choose not to play by the rules.

While scientists' participation in budgeting and priority setting should not be expected to yield comprehensive reforms and ultimate answers, it can result in better incremental choices. But ultimately, political decision makers must make the final determinations.

Albert H. Teich is the director of science and policy programs at the American Association for the Advancement of Science.

THE CHRONICLE

of Higher Education.

January 29, 1992 • \$2.75
Volume XXXVIII, Number 21

Quote, Unquote

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A director of services for students with disabilities, on federal rules taking effect this week: A1

"Colleges are just now starting to try to catch up with what most of the corporate sector has been doing for a number of years."
A health-care consultant: A1

"The academic world has shut its doors on the murder of John Kennedy. They think it's beneath them."
A historian who uses the collections of the Assassination Archives and Research Center: A5

"I work for a wonderful agency that does marvelous things. I cannot tell you about."
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"This has been a terrible waste."
A college president on a U.S. antitrust investigation: A25

"We spend so much time talking about problems, it's impossible to talk about solutions."
A student in a freshman seminar: A33

"High-school graduates usually get just one chance at college. If we don't offer the most talented among them a first-rate public education, everybody—themselves and the society that needs them—loses out."
A professor of English at the University of Massachusetts: A48

"Most writers who can't teach are like the centipede who, when asked which foot it moved first, thought about it a moment or two, couldn't figure it out, and became paralyzed."
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MANY LAWSUITS POSSIBLE

New Federal Regulations on Rights of the Handicapped May Force Colleges to Provide Better Access to Technology

By DAVID L. WILSON

Disabled students and faculty members say that federal regulations that take effect this week will provide a powerful new tool to compel colleges and universities to give the handicapped better access to campus computers and other technology.

The vast majority of colleges are not up to speed in providing the kind of technology that allows handicapped people to participate fully in higher education, computer experts say. The new regulations are expected to spur disabled students to sue institutions that they believe have failed to provide access.

'You'd Better Pay Attention'

Many institutions are unclear about the changes they must make. Computer experts believe that although the new rules are not fundamentally different from those that have been on the books for nearly two decades, the publicity surrounding them will force many campuses to spend more time and money devising systems that suit handicapped people's needs.

"Members of the disability community will be more likely to exercise their rights than they have heretofore," says Bob Silverstein, staff director and chief counsel for the Senate Labor and Human Resources Subcommittee on Disability Policy. To colleges that have failed to follow existing regulations and eliminate barriers for the handicapped, he says: "If you haven't paid attention before, you'd better pay attention now."

About 10.5 per cent of all college students have some disability. Continued on Page A21



Sophomore Andrea D. Dutton: She feels "cheated" because many computers at Purdue are inaccessible to her.

Tying Student Loans to National Service Gets Campaign Spur

By GOLDIE BLUMENSTYK

The idea of linking student loans and national service is gaining new visibility in the Presidential campaign—and new scrutiny from critics.

Gov. Bill Clinton of Arkansas, a leading candidate for the Democratic nomination, has made national service a major part of his platform.

He would replace the existing federally subsidized student-loan system with a government trust fund. Students could borrow money for college and then repay it either as a proportion of their income over time, or by working for two or three years as teachers, police officers, child-care workers, or in other public-sector fields.

"We could revolutionize the social landscape of America," Mr. Clinton says, describing the impact of his "domestic GI Bill."

For many college officials and students, Governor Clinton's proposal is far more attractive than a national-service proposal Continued on Page A26

More Colleges Tighten Benefit Programs to Meet Big Rise in Health-Insurance Costs

By DENISE K. MAGNER

The soaring cost of employee benefits, combined with a bleak fiscal outlook, is prompting many colleges to reexamine and tighten their benefit packages.

Most of the changes involve health-care benefits. Nationally, health-care costs continue to rise much faster than the rate of inflation, and colleges have not been immune. Some institutions report their costs for providing health benefits have jumped by as much as 20 to 30 per cent annually.

As a result of that trend and a broader fiscal crunch that has led to layoffs on some campuses, changes are being made in the benefits arena. More colleges are requiring employees to foot a larger share of the bill for health insurance. They are offering new health plans that limit their employees' choice of doctors and manage

more closely the care they receive. Some are considering whether, and how, to limit medical benefits for retirees. And a growing number have been using early-retirement incentives as a tool to reduce their work force.

"I'm not hearing of any universities adding any new benefits," said Judith T. Muñoz, director of human resources at the University of San Diego and benefits adviser for the College and University Personnel Association. "We're all trying to do things to control costs."

Pressure Intensifies

She and other personnel managers in higher education say the need to control further the cost of employee benefits has intensified amid today's heightened financial pressures.

"Colleges need to look at the particulars of their benefits plans to see if they represent what a college would do if it created that program today," said Robert M. Wilson, who retired last month as vice-president for personnel at the Johns Hopkins University. He is now an adviser to the Washington office of Foster Higgins & Co., a benefits consulting firm.

He added: "They need to see if the share Continued on Page A18

Fund Raising by Public Colleges Will Legislators Cut Support?

As public colleges show how well they can generate private contributions, even their own officials are concerned about the financial ramifications.

STORY ON PAGE A24

MARGINALIA

From *The Signpost*, the student paper at Weber State University:

"Several errors were made in the story 'Weber State chosen to build European satellite.'"

"The satellite will be built for AMSAT International, rather than the European Space Agency. AMSAT International has worked with Weber State on previous occasions."

"The satellite will be constructed of an aluminum alloy, rather than the rocket's mounting cone."

"The satellite will act as a weight balance for the rocket, replacing materials which are usually used."

"The satellite will receive stress testing at Hill Air Force Base, rather than Thiokol. The satellite's orbit, while named by Soviet scientists, was not created by them; rather, it is one they normally use."

"Also, an error was made in the telephone number for the Gay and Lesbian Support Group listed in the Campus Calendar."

"The *Signpost* regrets the errors. Think nothing of it."

But we should talk. This one is from *The Chronicle*:

"Legislators and Gov. Booth Gardner are expected to tangle over proposals for averting a \$900-million deficit in the state's \$15.7-million budget."

Don't be so picky!

Masochism at the University of California at Riverside (from the student paper, *Highlander*):

"To oversee the honors thesis, each student chooses a faulty advisor."

■

From the Ithaca College *Ithacan*:

"With more women entering the work force, the image of the typical housewife is fading . . . according to the Vice President and Management Supervisor of Saatchi and Saatchi Advertising, Jane Rohman."

"Although 75 percent of all women ages 25-54 work, women continue to smolder most of the home responsibilities such as laundry, dry cleaning, and child care," Rohman said.

To keep the home fires burning?

■

From *The Daily Tar Heel*, the paper at the University of North Carolina at Chapel Hill:

"The *Daily Tar Heel* recently was awarded one of five 1990-91 Pacemaker Awards for excellence in college journalism."

"The Pacemaker is widely recognized as the Pulitzer Prize for college newspapers," said Kenneth Schwartz, DTH General Manager.

"The last time the DTH won a Pacemaker was in 1969, Schwartz said. 'The paper is at its highest quality that its probably ever been.'"

Don't blow it now! —C.G.

In Brief



RUSH GILBERT, THE SAN DIEGO UNION

Students clash with administrators over co-op

SAN DIEGO, CAL.—A crowd of angry students shattered two storefront windows in a student-run cooperative at the University of California campus here and surged into the building after it was closed by police in a dispute over an audit sought by the university.

The dispute began in the evening, when the General Store Co-op was closed. University officials

had entered the building and had changed the locks to gain control of the store. Alarmed by an alarm company, students went to the store and broke the locks.

When students opened the store in the morning, university officials went in and locked the doors but were ousted by a crowd of more than 100.

Later the students obtained a temporary restraining order, al-

lowing the store to remain open and requiring students to hand over co-op records that university officials have been seeking for several months.

The students have opposed the university's request for an audit because they believe it is merely a ploy by the institution to take over the co-op. University officials have said that is not their intention.

Kidnap wanted couple to crack university safe

MOSCOW, IDAHO—A husband and wife who work at the Washington State University bookstore were kidnaped by a man who wanted to force them to open the store's safe.

The incident began when the couple, in their 40s, wearing a Washington State University sweat suit, were knocked at the door of the couple's home here, brandishing a large, stainless-steel revolver. The couple, who were not hurt in the incident, told police the man said he would drive them to a store, but he did not appear to have a car. He took them outside and forced them to walk ahead of him along the street. They did not until they noticed he had disappeared.

U. of Florida penalized for hazardous wastes

GAINESVILLE, FLA.—The University of Florida faces almost \$70,000 in fines for mixing radioactive waste and hazardous chemicals and storing them near the campus.

The fines may be reduced, however, because the university has made a good-faith effort to change the way the waste is disposed of

since regulations on its handling changed last year, a university spokesman said.

The waste, stored in drums at a site near the campus, comes from university laboratories. None of the waste has leaked or caused any health or environmental concerns, the spokesman said.

The state Department of Environmental Regulation charged the university with unlawfully blending the waste and keeping it at the storage site for longer than the 90-day limit.



SEN. PAUL WELLSTONE

Group starts campaign to register students

WASHINGTON—Americans for Democratic Action, a group that lobbies for liberal causes, started a campaign this month to register

college students to vote in this year's Presidential election.

The group estimates that only 30 per cent of college students are registered to vote. The drive will be launched at institutions in California, New York, and North Carolina.

Sen. Paul Wellstone (left), a Minnesota Democrat and the president of Americans for Democratic Action, announced the campaign. "It is time to reclaim American youth and reinvest our young people in making the critical decisions that will determine their lives," he said.

The registration campaign is called "92 Vote: The Allard K. Lawenstein Voter Registration Drive." Mr. Lawenstein was a Democratic Congressman from New York. He organized "Registration Summer," a 1972 voter-registration drive aimed at college students and other young people. That was the first year in which 18-year-olds had the opportunity to vote.

At Florida Atlantic U. It's cats: 1; owls: 0

BOCA RATON, FLA.—The one cuts at Florida Atlantic University will be allowed to stay.

In November, a group of biology professors proposed that the cats be removed from the campus. The group charged that the cats were destroying the burgeoning owl population at Florida Atlantic. The owl, which is the university mascot, is an endangered species.

President Anthony James Caprese, saying that other predators might be harming the owls, announced that the cats could stay as long as they were immunized and neutered. A librarian who fed the cats is coordinating the effort. A committee also will be set up to monitor the owls.

Police use 'dummies' to thwart bag thieves

NORMAN, OKLA.—In an effort to curb a rash of book-bag thefts at the University of Oklahoma, campus police have been placing "dummy" book bags equipped with loud alarms around the campus.

About 20 of the bags have been put in dormitories, cafeterias, the student union, and the university's main library. Anyone who picks up one of the bags is greeted by a siren of 110 decibels—a sound that can be heard several blocks away, according to university police.

Two students have been caught trying to steal the bags from a dormitory cafeteria. When the alarms sounded, campus police arrested the students. The students could receive penalties ranging from reprimands to suspensions.

Such thefts are common on many campuses because students tend to leave their bags unattended, said Joe Lester, director of public safety at the university.

Students often keep expensive laptop computers and calculators in the bags, as well as money and credit cards. Thieves at Oklahoma have netted about \$10,000 a year over the last several years.

"We recognize larceny as a real problem at this university, and we had to do something about it," Mr. Lester said.



MICHAEL MARSHALL, YALE U.

Yale adds wasps to vast insect collection

NEW HAVEN, CONN.—The insect collection at Yale University's Peabody Museum of Natural History has expanded dramatically with the addition of 85,000 specimens previously owned by the federal government.

Most of the insects are 50- to 80-year-old miniature wasps that were bred by U.S. Forest Service scientists in an effort to discover a parasite capable of devouring gypsy-moth caterpillars.

The 300 glass cases that contain the specimens had been stored for years in a former missile silo and had been inaccessible to all but a handful of researchers. Yale received the collection after the National Museum of Natural History waived its right to house the specimens.

The Peabody Museum already

possesses one of the largest insect collections in the world. It has more than 1.5 million specimens, according to Charles L. Remington (above), a biology professor who is also the museum's chief entomologist.

Corrections

A chart previewing the legislative sessions in the 50 states (*The Chronicle*, January 8) contained these errors:

■ It said that Nebraska Gov. Ben Nelson had vetoed a bill to provide more aid to private-college students. The veto was not of the bill to expand aid, but of a bill providing funds for the program.

■ The chart incorrectly identified the institution where a faculty

member had accused her colleagues of raising the grades of Native students. It was the University of Alaska-Fairbanks.

■ The chart incorrectly described legislation being passed by Minnesota private colleges. It would redirect some of the state money that now goes to support two-year colleges into financial aid for public- and private-college students.



Cornell students study Korean shop owners

NEW YORK—Visiting a grocery store usually doesn't lead to college credit. But for 12 Cornell University students, a tour of Korean-owned markets here was part of a class project.

The students interviewed Korean grocers to find out why they had left their homeland, what aspects

of their culture they brought with them, and how they got their businesses started. The students plan to analyze the results of their 100-question survey this semester.

The course, "Modernization and the Korean Family," is taught by Jeanne Mueller, a professor of human-services studies, and David McCann, an associate professor of Korean literature.

PORTRAIT

A Conspiracy Theorist's Assassination Archives



JOHN F. KENNEDY FOR THE CHRONICLE

James H. Lesar says that, while subscribing to no one theory about John F. Kennedy's assassination, he's been convinced since 1963 that there was a conspiracy.

By SCOTT JASCHIK

WASHINGTON Most scholars of John F. Kennedy do their research at the Kennedy Presidential Library in Boston or at the National Archives. But a small number—the "Oliver Stones" of academe—conduct research at an unusual library here: the Assassination Archives and Research Center.

The center houses documents, books, photographs, and films about political assassinations, ranging from the attempt in 1972 on the life of then-President candidate George C. Wallace to the 1865 killing of Abraham Lincoln. (The latter is particularly appropriate, perhaps, since the center is just around the corner from Ford's Theater, the assassination scene.)

The bulk of the collection is material on the assassinations of President Kennedy, Robert F. Kennedy, and the Rev. Martin Luther King Jr. Among the highlights of the collection are more than 100,000 pages of Federal Bureau of Investigation files on President Kennedy's assassination; 50,000 pages of Los Angeles Police Department documents on the Robert F. Kennedy killing; and an index of more than 30,000 names of people linked to intelligence activities.

Controversy Over a Movie

"We have it all in one place and we make it easy to get," says James H. Lesar, president of the center. Amid the controversy over the hit movie *JFK*, journalists and members of the public have been flooding the center with telephone calls, seeking to use the information.

The center is a non-profit organization founded by Mr. Lesar in 1984 as an outgrowth of the Committee to Investigate Assassinations, a group of researchers working to challenge the official explanations of President Kennedy's death. Mr. Lesar and other researchers wanted a central depository for material released by the government in response to requests or lawsuits under the Freedom of Information Act.

The archives are housed in five

rooms adjoining Mr. Lesar's law offices. He is the only staff member, and the center's \$24,000 budget, most of which goes to paying the rent, is provided by people who pay \$25 a year in dues or who make contributions.

'A Very Fundamental Event'

Most days, at least before *JFK*, the center receives from five to ten phone calls with research questions and two or three visitors for on-site research.

Mr. Lesar says he does not believe any one theory about President Kennedy's assassination, but he has been convinced since 1963 that there was a conspiracy. At the time, he was an undergraduate at the University of Illinois at Urbana-Champaign, where in September 1963 he organized that campus's first protest against the Vietnam War.

Asked why he has devoted so much attention to the Kennedy assassination, Mr. Lesar says: "It's a very fundamental event in American political and social history. And it's unresolved."

Since receiving his law degree in 1969, Mr. Lesar has devoted his legal career to helping others file lawsuits to retrieve government documents, a specialty he has used repeatedly on the center's behalf. The center is now in federal court trying to obtain hundreds of thousands of pages of classified documents on President Kennedy from the FBI and the Central Intelligence Agency.

7 Years to Get FBI Records

Because of his work, Mr. Lesar also helps researchers who are not studying assassinations, but are tangling with the FBI or other federal agencies over access to records. Jerry D. McKnight, a professor of history at Hood College, praises Mr. Lesar for seven years of work on his behalf in obtaining records from the FBI for a book Mr. McKnight is writing on the bureau's monitoring of Martin Luther King's "Poor People's Campaign."

Says Mr. McKnight: "You really

need somebody like Jim because the agencies volunteer nothing and will do everything possible to stonewall."

Scholars who use the center praise its collections. David R. Wrone, a professor of history at the University of Wisconsin at Stevens Point, says the center is "invaluable." He is the author of a bibliography of materials on the Kennedy assassination and is writing a book on the Warren Commission, which investigated the tragedy.

Researchers who use the archives say they are frustrated that most academic historians do not share their interest in the Kennedy assassination. Says Mr. Wrone: "The academic world has shut its doors on the murder of John Kennedy. They think it's beneath them."

Herbert S. Parmet, a professor of history at Queensborough Community College and the Graduate School of the City University of New York, says that Mr. Wrone is correct. Mr. Parmet notes that his two-volume biography of President Kennedy pays little attention to the assassination.

Doubt About Revelations

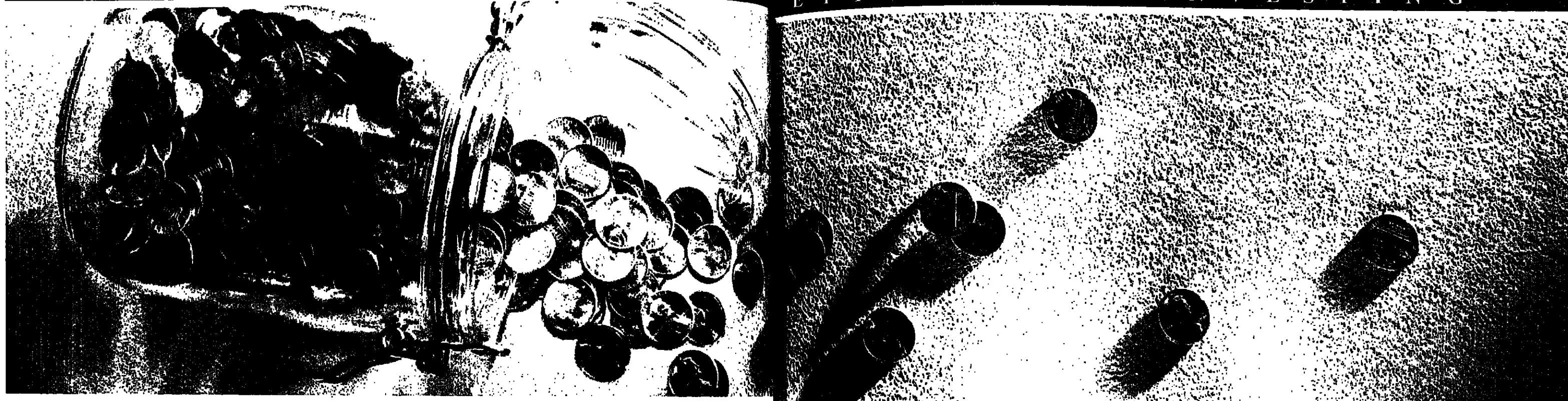
"Academics don't make much of conspiracy theories. They tend to be interested in the forces that move nations politically or socially," Mr. Parmet says. "My assumption is that the assassination probably had nothing to do with Kennedy's life or Administration."

Mr. Parmet, who has never used the Assassination Archives, says of the center: "If it can stimulate thinking, that's fine, but I doubt it will lead to any great revelations. The substance of that would come from files that are still classified."

Mr. Lesar says he agrees that researchers need to see documents that are still classified. But he says academic historians should stop using that as a reason to shun research on the assassination.

Says Mr. Lesar: "It's the traditional role of scholars to try to ascertain the historical truth, and they haven't done it."

PRINCIPLES of SOUND RETIREMENT INVESTING



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Lost, forgotten, and deteriorating works by Hispanic writers in the United States will be rescued for the use of scholars and other readers as part of a mammoth effort by a tiny publishing unit at the University of Houston.

Arte Público Press, which specializes in Hispanic-American literature, has received a \$2.7-million grant from the Rockefeller Foundation to recover, catalog, and publish Hispanic-American literary works in Spanish and English from the colonial period through 1960.

The project is expected to take at least 10 years and cost about \$20-million.

Nicolás Kanellos, professor of Hispanic and classical languages at the university and director of the press, said Arte Público had assembled a panel of scholars who would attempt to trace early Hispanic works about which only the title or author is known, evaluate the physical condition of old manuscripts, and catalog writings that are now in numerous archives and libraries.

The aim is to preserve everything on microfilm or as part of some kind of electronic data base. Mr. Kanellos said. Beyond that, Arte Público and several university presses will publish much of the material, perhaps organized around themes or time periods.

The recovery project, Mr. Kanellos said, has the potential to help create "a national identity more reflective of the diverse peoples of the United States."

Dusty files that a medical-school professor found in his office have led to the revival of a 30-year-old research project on blood pressure.

When moving into a new office at the State University of New York at Buffalo, Maurizio Trevisan opened a folder labeled "cardiovascular disease research center."

That folder, and others in an old file cabinet, tipped off Dr. Trevisan, an associate professor of social and preventive medicine, about a study done in the early 1960's of the blood pressure, health, and habits of 2,295 Buffalo residents. Warren Winkelstein, Jr., a professor emeritus of epidemiology at the University of California at Berkeley's School of Public Health led the study when he was at Buffalo.

Dr. Winkelstein gave Dr. Trevisan a computer tape that contained the data and notes from interviews of the research subjects. Dr. Winkelstein urged Dr. Trevisan to follow up on the study.

Dr. Trevisan and his colleagues have published two papers based on analyses of the original data: one in *The New England Journal of Medicine* and the other in *Psychosomatic Medicine*.

In their current research on exercise and the recall abilities of the research subjects, the scientists hope to interview the study participants who are still living.

Scholarship

Scholars Confront Fundamental Question: Which Vision of America Should Prevail?

Multiculturalism issue draws historians into debates over framing the nation's past

By ELLEN K. COUGHLIN

As the issue of multiculturalism has gathered steam over the past few years, historians have been increasingly drawn, as they have not been since the turmoil of the 1960's, into public debates over how to interpret the past, especially America's.

Most often the debates have grown out of controversies over revisions in public-school curricula and textbooks—as has occurred in California, New York State, and Portland, Ore. Sometimes, as on the occasion of the Columbus Quincentenary, discussions have focused on the way certain contested subjects should be understood.

Every case, however, comes down to the same fundamental question: Which version of American history—or, more appropriately, whose version—is the one that should be told?

The latest potential battleground is a recently announced effort, supported by the National Endowment for the Humanities and the U.S. Department of Education, to develop national standards in history for kindergarten through 12th grade. Although the project is still in its infancy, it promises to be a contentious one, involving scholars once again in debate over competing visions of history.

"The first question one has to ask is, Whose values will be imposed?" said Harvey J. Kaye, a historian who is professor of social change and development at the University of Wisconsin at Green Bay.

Series of Key Questions

Although the public debate over multiculturalism is sometimes portrayed in rather stark terms—pitting charges of "Eurocentrism" against counter-charges of "ethnic separatism," for example—few, if any, professional historians are not committed in some degree to a multicultural approach to history.

But for scholars the issue raises a series of key questions about how American history should be conceived: Is the story of America that of a common culture or of many different, perhaps irreconcilable, ones? Given the proliferation, over the last 30 years, of research in women's history, labor history, black history, and the history of other racial and ethnic groups, is it desirable, or even possible, to impose a single narrative line on the story of America's evolution? If such a grand narrative is possible, what should it be?

While there has never been a single, monolithic interpretation of America, until recently many historians have subscribed to a general view of American history as the story of progress toward freedom.

Questions about how to envision American history now that the old view has been seriously challenged can be especially troublesome when they require tangible answers in the form of curriculum outlines or textbooks. The attempt to establish national standards for the teaching of history is certain to raise those questions anew.

In a move announced in mid-December, the humanities endowment and the Education Department awarded a \$1.6-million grant to the National Center for History in the Schools, a curriculum-development center at the University of California at Los Angeles, to formulate "world-class standards in history education." The project was prompted by President Bush's call, as part of his "America 2000" education program, for national standards in several core subjects.

A Common Core of Knowledge

The two-year effort, said Charlotte A. Crabtree, director of the center and a professor in UCLA's Graduate School of Education, will involve a broad-based coalition of teachers, school officials, curriculum experts, academic historians, and others.

Ms. Crabtree, who is a co-author of a framework adopted a few years ago for a

statewide social-studies curriculum in California, acknowledged that the breadth and diversity of current research in history could make it difficult to set standards that are widely agreed upon. But she maintained that defining a common core of knowledge that all American students should possess was not impossible.

"A synthesis can be achieved; it can be done," she said. "Our common culture is constantly being renewed. The problem in the past is that the story hasn't been well told."

The project is so new that many scholars still do not know much about it, but some historians familiar with the effort expressed ambivalence.

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Danger of Political Manipulation

"I start with a general philosophical feeling against it," said Kenneth T. Jackson, a professor of history at Columbia University who has been asked to participate in drawing up the new standards. "The concept is at least value free. But the danger is that it can be politically influenced by people on any side in the whole matter, and it can be difficult to find a consensus."

Mr. Jackson, a member of a committee charged with drawing up a revised social-studies curriculum for New York State, last year issued a dissenting opinion on the committee's final report, criticizing the new curriculum for its overemphasis on ethnic differences in American society.

Mr. Kaye of Wisconsin also fears the danger of political manipulation in writing national standards for history, but he is more decided in his opinion about where it will come from: Bush Administration officials such as new chairman Lynne V. Che-

ney and others in the press and in the Education Department awarded a \$1.6-million grant to the National Center for History in the Schools, a curriculum-development center at the University of California at Los Angeles, to formulate "world-class standards in history education."

Broad Intellectual Issues

Underlying such debates are broad intellectual issues about where the search of the last few decades has led the discipline of history.

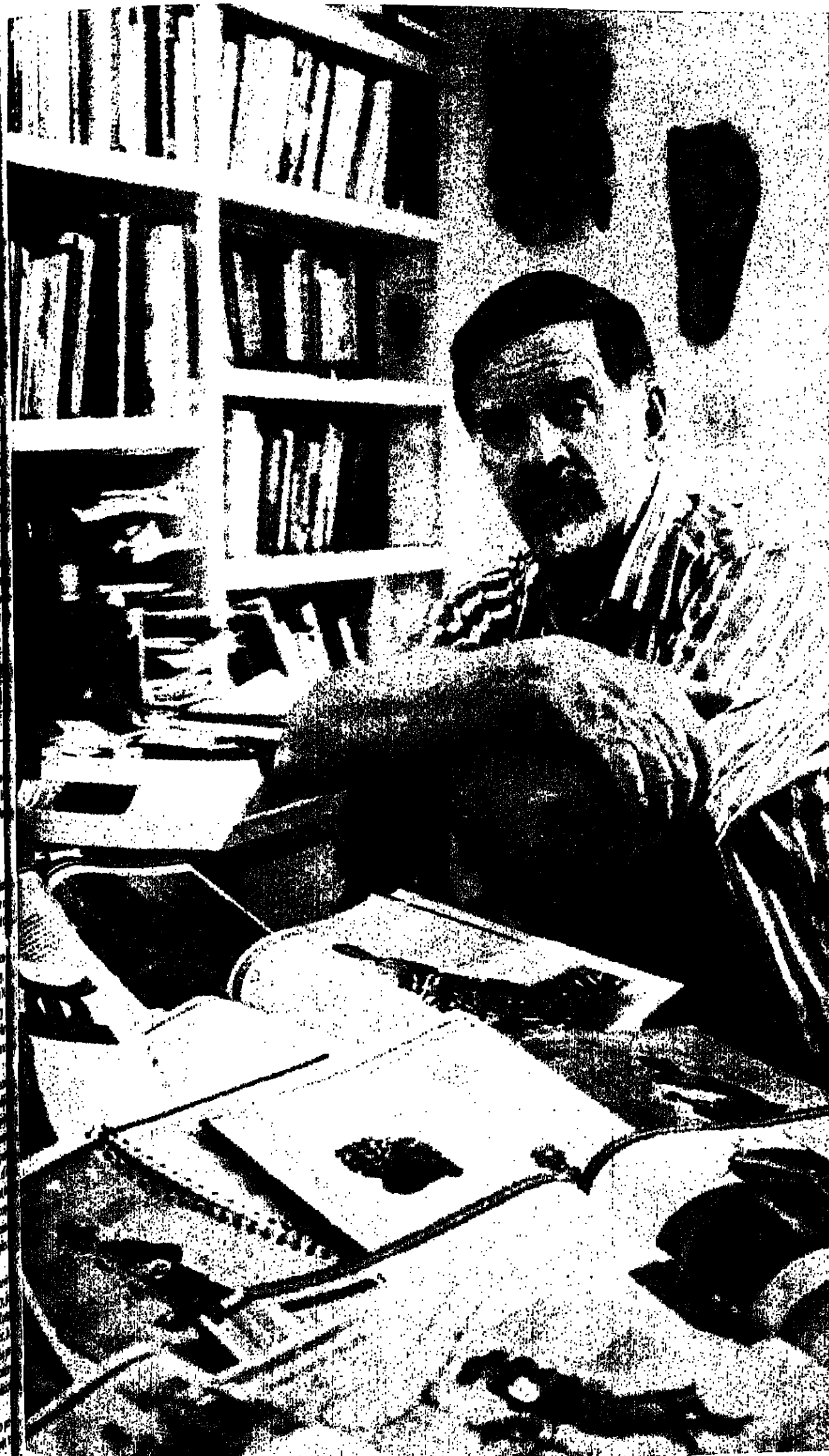
"What we're doing is applying democratic principles to American history," said Irvin Painter, professor of history at Princeton University. "People's voices had been muted or silenced and now they are heard."

Most historians would find that notion unexceptionable, but would disagree about what that means for the interpretation of history. Many argue, for example, that the increasing diversity of viewpoints in historical research and teaching is an estimable benefit to the field, but that diversity should nevertheless be incorporated into an idea of America as a common culture built on such common principles as liberty, democracy, and equality.

In his book, *The Disuniting of America: Reflections on a Multicultural Society*, published in hardcover by W. W. Norton and Company, Arthur M. Schlesinger Jr. describes the history of America as a "unique" development of "a unique" character based on common principles and shared experiences.

"The point of America was not to serve old cultures," he added, "but to forge a new American culture."

Like Mr. Jackson of Columbia, Mr. Crabtree said, "we can all keep returning to some common values and political ideals that we share."



Cuba Said to Have Nuclear Warheads During 1962 Crisis

Participants in Brown U. project disclose surprising finding

By KIM A. McDONALD

WASHINGTON

Soviet forces in Cuba during the 1962 missile crisis were armed with nuclear warheads and had the authority to use them against a U.S. invasion. That brought the United States closer to a nuclear war with the Soviet Union than American officials realized.

Details about the confrontation, unknown to anyone in the Kennedy Administration at the time, were revealed last week by participants in a Brown University study of the missile crisis.

Robert S. McNamara, who was Secretary of Defense for Presidents Kennedy and Johnson, said the new information came from Russian officials at a meeting this month in Havana that he and other members of the Brown University project attended.

'Very Frightening' Revelations

Speaking at a press conference here, Mr. McNamara called the disclosures "very frightening," adding that if Nikita Khrushchev, the Soviet premier, had failed to withdraw the missiles from Cuba and an American invasion had been carried out, the outcome would certainly have been a nuclear war.

He said Russian officials had told the group that the Soviet forces in Cuba in October 1962, amounted to 42,000 troops, a much larger number than the 10,000 estimated at the time by the U.S. Central Intelligence Agency.

Mr. McNamara said CIA officials had also told President Kennedy that although missiles and missile launchers had been detected in Cuba by reconnaissance aircraft, they did not believe any nuclear warheads were present.

However, Russian officials said at this month's meeting that the Cubans "possessed 36 nuclear warheads for the 24 intermediate-range missiles that were capable of striking the United States" and an additional 9 tactical missiles and nuclear warheads that were intended to be used against a U.S. invasion, he said.

"We were further informed that the authority to utilize those nuclear warheads had been delegated to the Soviet field commanders in Cuba without further authorization from Moscow," Mr. McNamara added.

"We do not need to speculate about what would have happened had the U.S. attack been launched, as many in the U.S. government—military and civilian alike—were recommending to the President on October 27th and 28th. We can predict the results with certainty."

Tactical Weapons Recommended

Mr. McNamara said he had recommended to President Kennedy that any invasion of Cuba be carried out with tactical rather than nuclear weapons.

"But no one should believe that U.S. Continued on Page A11

Daisy B. Nash of UCLA: Multiculturalism "will only succeed in bringing about greater openness and sympathy if we can all keep returning to some common values and political ideals that we share."

RESEARCH NOTES

- Retail link to holidays exploited after Civil War, scholar says
- Submerged islands are found near Galápagos archipelago
- Study reveals Asians enjoy education more than Americans

Retail merchants, helped by the advertising industry and trade magazines, began to realize the commercial potential of American holidays after the Civil War, writes a Drew University historian in the current (December) issue of *The Journal of American History*.

Eventually, says Leigh Eric Schmidt, the retail industry began to create holidays or to capture new ones for their own purpose.

In the early part of the 19th century, says Mr. Schmidt, holidays like Christmas and Independence Day were still largely religious or civic celebrations. It was only later in the century, with the growth of the retail industry and especially of department stores, that businesses began to see the uses of holidays for promoting consumption.

In his essay, Mr. Leigh examines the evolution of Mother's Day as a key example of the capture of a

holiday by commercial interests. Mother's Day was created by a teacher named Anna Jarvis, who wanted to honor her recently deceased mother. She intended the day to be a spiritual occasion, but the florist industry latched onto it immediately, says Mr. Schmidt.

Jarvis inadvertently abetted the florists' interests by urging, as part of the observance of the first Mother's Day, that everyone wear a white carnation. The innocent suggestion created an unprecedented demand for white carnations, Mr. Schmidt writes, and florists quickly began to broaden the association of flowers with the day. By 1910, he says, the trade magazine *Florists' Review* was urging retailers to promote the decoration of churches, homes, and cemeteries with flowers on Mother's Day.

At first, Mr. Schmidt says, Jarvis was glad of the florists' help in promoting the day. But she became

increasingly unhappy with the "profiteering," and in 1920 formally denounced the industry.

—ELLEN K. COUGHLIN

New geological evidence for submerged islands off the coast of South America supports a theory that animals living on the Galápagos Islands may have largely evolved before those islands were formed.

The spectacular fauna on the Galápagos Islands inspired Charles Darwin's theory of evolution. But since Darwin's time, scientists have debated where the species now living on the Galápagos originated and how long it took them to evolve to their present state.

Scientists now generally agree that the species on the three-million-year-old Galápagos Islands are descended from ancestors on the South American continent. But

researchers who have calculated the pace at which species evolve have said that the iguanas on the islands would need more than three million years to evolve.

The new geological evidence was based on studies of the submerged islands near the Galápagos archipelago conducted by David M. Christie, an assistant professor of oceanography at Oregon State University and colleagues.

In the January 16 issue of *Nature*, the researchers say that the submerged islands are at least nine million years old and could have served as a home for the ancestors of species that now live on the Galápagos. —DAVID I. WHEELER

A 10-year comparative study of East Asian and American elementary schools has found that Asian children enjoy their education more than American pupils.

To the amazement of many Americans, the high levels of academic achievement in Asian schools are not the result of rote learning and drill by overburdened, tense young children, says Harold W. Stevenson, a professor of psychology at the University of

Michigan and the leader of a comparative study of American and East Asian elementary schools.

In Asia, Mr. Stevenson says, "children are motivated to learn, teaching is innovative and interesting."

Mr. Stevenson reported on the results of his research at a meeting of the Mathematical Association of America this month.

Mr. Stevenson and colleagues studied elementary schools in Sendai, Japan; Taipei, Beijing, Moscow, and Chicago. In each of those cities, he said, the researchers visited first- and fifth-grade classrooms in 10 to 20 elementary schools and selected six boys and six girls for intensive study.

Mr. Stevenson said the best prepared by teachers in Asia are more interesting to study than those prepared by American teachers because teachers in Asia have more time at school to prepare their lessons. Japanese teachers in Sendai, for example, are in charge of classes 60 percent of the time they are at school. American teachers typically run a class for their entire school day and left to plan classes at night or on weekends. —D.I.A.

Scholarship

Multiculturalism Issue Draws Historians Into Debates

Continued From Page A8

Schlesinger, a professor in the humanities at the Graduate Center of the City University of New York, also issued a dissenting opinion on the revised curriculum for social studies in New York.

Other historians are not quite as insistent as Mr. Schlesinger on the idea of a single American culture, but they do see the importance to American history of certain unifying ideas.

"Multiculturalism provides the opportunity to teach kids an inclusive history that will promote mutual respect among people of different religious and cultural backgrounds," said Gary B. Nash, professor of history at UCLA. "But it will only succeed in bringing about greater openness and sympathy if we can all keep returning to some common values and political ideals that we share. No curriculum reform can stand in isolation of the social and political world around it. If that world is so deeply fractured that you have no common ground, then multiculturalism will fail."

A Single Story Line? Mr. Nash is one of the authors of a new series of social-studies textbooks for kindergarten through eighth grade in California. The books have been widely hailed by scholars and educators for their representation of diverse racial and ethnic groups, but have nevertheless been attacked by some critics—Mr. Nash maintained that the number was small—as being "deeply Eurocentric."

Where Mr. Nash sees unifying threads in the American story, others take a more radical view, arguing that American society is too fragmented to admit of a single core culture or a single story line for its history.

"A number of critics of the standard version of American history say it has offered a vision of American history that excludes conflicts and the different stories that other groups have to tell," said Joan W. Scott, a historian at the Institute for Advanced Study in Princeton, N.J., who counts herself among such critics. "Those critics are saying that there is no possibility of a single representation of tradition or of the meaning of the American past."

Others agree that old historical understandings have been badly shaken, though not irretrievably. "There's no question but that the old grand narrative has been disturbed and we don't have a narrative to put in its place," said Joyce O. Appleby, professor of history at UCLA and president of the Organization of American Historians. But she maintained that such a narrative was possible.

Some say the theme for that narrative may already be apparent in the research on America's minority groups: the long struggle to realize the American ideals of equality and democracy.

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"I think we can attempt to tell a single story," said Mr. Kuyse, "but

it should be complex and pluralistic. It may be a theme of struggle about liberty and democracy."

Within the confines of academe, such debates are relatively muted. When they enter the public arena, and begin to involve public officials, newspaper columnists, and others outside the universities, differences appear more stark.

Historians and the Public Many historians say that is because the historical research of the last three decades has not fully penetrated the public consciousness, and they blame that on the failure of most scholars to make their more specialized work accessible to a general audience.

Others point to academic historians' decades-long reluctance to be-

come involved in writing curriculum or textbooks for the schools. "It's only in the last half dozen years or so that they have begun rebuilding those bridges," said UCLA's Mr. Nash. If historians had been working with the schools all along, he said, the new research in history would have filtered down to pre-college textbooks long before this.

Whatever the problem, said Princeton's Ms. Painter, many of the people outside academe who seem resistant to a more multicultural history often have little or no appreciation of the amount of work and the kinds of questions that are involved in recent historical research.

"Those questions are fundamentally recasting American studies," she said.

'Common Knowledge': New Journal Aims to Build Bridges in a Fractured Academic World

By SCOTT HELLER

Margaret Anderson couldn't get to sleep one night in 1914. Deciding it was because she wasn't having any good conversations anymore, she promptly sold all her possessions except for a piano, moved into a tent near Lake Michigan, and founded *The Little Review*, a literary journal that changed America's intellectual landscape for the next 15 years.

It's that maverick spirit that Jeffrey M. Perl says inspired him to

start *Common Knowledge*, a new journal meant to build bridges in a fractured academic world.

"We don't want the profession to continue destroying itself," said Mr. Perl, the journal's editor and a professor of humanities at the University of Texas at Dallas. "*Common Knowledge* will be a place where people can experiment, and they can experiment in peace and quiet."

The *Little Review* published the first excerpts of James Joyce's

Ulysses in this country. For a while, Ezra Pound served as its European editor.

Common Knowledge aims to jump-start stalled conversations in the humanities and social sciences. The interdisciplinary journal will publish scholarship in intellectual history and cultural studies, but will avoid political polemics and "fratricidal partisanship," its editors say.

First Issue in March

The first issue, due out in late March, will include pieces by the philosophers Bernard Williams and Richard Rorty, the feminist historian Elizabeth Fox-Genovese, and the cultural critic Greil Marcus. The issue also includes poetry by Denise Levertov, a portion of a novel by the feminist psychoanalyst Julia Kristeva, and the previously unpublished notebooks of the poet Henri Coulette.

Oxford University Press will put out the journal three times a year. Mr. Perl said it was meant as a forum where scholars of varying political and intellectual stripes could talk to each other and to a wider audience. He said it was needed because too many scholarly outlets are strictly political and appeal to limited groups.

The new journal comes at a time when the work of left-wing scholars is increasingly under attack as arcane and divisive, if not nihilistic. Several academic journals that appeal to a general audience are neo-conservative.

Recently, a handful of new journals have committed to reaching a broad audience. They include *The American Prospect*, *The Responsive Community*, and *Contention*.

In a brochure announcing *Common Knowledge*, the editors wrote: "The idea that intellectual life is composed of 'issues' and that issues are shaped like battlefields or game boards—with 'sides' that

one must 'take'—is at best obsolete and impractical."

While the journal has no party line, Ms. Fox-Genovese, a member of the editorial board, said it would scrutinize the idea that all intellectual questions are reducible to autobiographical dimensions, such as race, gender, or sexuality. She said the journal would try to define what kinds of knowledge and experiences are shared. "Is it still possible to talk of the human condition?" she asked.

Ms. Fox-Genovese said it would stand in contrast to journals that are associated with theories of postmodernism, which many scholars argue are overly theoretical and offer no practical program for social change.

"We're living in a postmodern world," she said. "But postmodern theory and the politics of identity don't necessarily represent the best way to come to terms with that world."

A Tenure Denial

Mr. Perl denied that the journal was meant to turn back the clock. Members of the editorial board, he said, are central to current debates about politics and culture, but they remain skeptical about how quickly the new orthodoxies are being adopted.

Mr. Perl began thinking about the journal while teaching at Columbia University. He came to the University of Texas after being denied tenure, in part, he said, because his scholarship, on T. S. Eliot's philosophical writings, did not adhere to particular party lines.

Common Knowledge's editorial board includes many European intellectuals, but few African and Asian scholars who have fueled debates over multiculturalism in the college curriculum. It also includes a heavy dose of the so-called linguistic-turn philosophers, who are extremely skeptical about grand

claims to truth and reality. "We are a pretty radical bunch," said Mr. Perl.

Ms. Fox-Genovese said the journal was being produced by a "total generation" of intellectuals. "We're not old left and we're not young radicals," she said. "It's a generation that lived the 60s, feminism and black nationalism, but who had been educated by the people who did not live those things."

Calls for Papers

Instead of a statement of purpose in the inaugural issue, the board calls for papers that address the kinds of topics they would like to see the journal handle. They include articles that:

- Reassess how to make value judgments about works of art and culture.

- Explain how and when scholars change their mind about intellectual and theoretical matters.

- Discuss the history of postmodernism and offer theoretical alternatives to both.

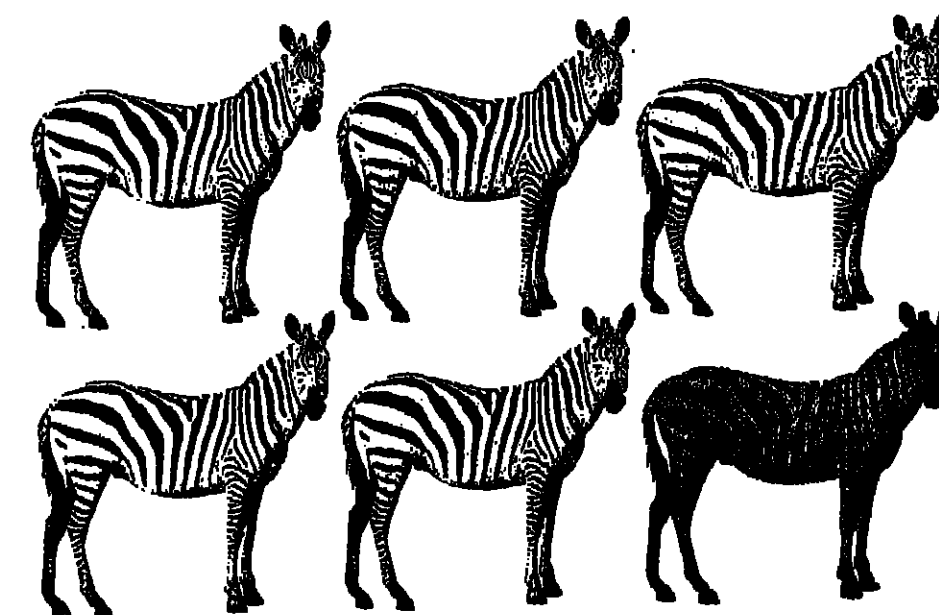
- Explore the psychoanalytic concept of "ambivalence" and how it can be used to understand the historical and cultural change.

- Challenge the idea of Europe as a single cultural and political entity.

Mr. Perl said the journal would experiment with different formats. Several people will review the book, for example. Sometimes, reviews will be of books published long ago, such as the discussion of Thorstein Veblen's 1916 *The Theory of Peace* in the first issue.

Six columnists will write regularly on topics they choose. In the first issue, Mr. Rorty, professor of humanities at the University of Virginia, urges fellow scholars not to confuse changing values with the need for technological solutions to world problems such as hunger and overcrowding.

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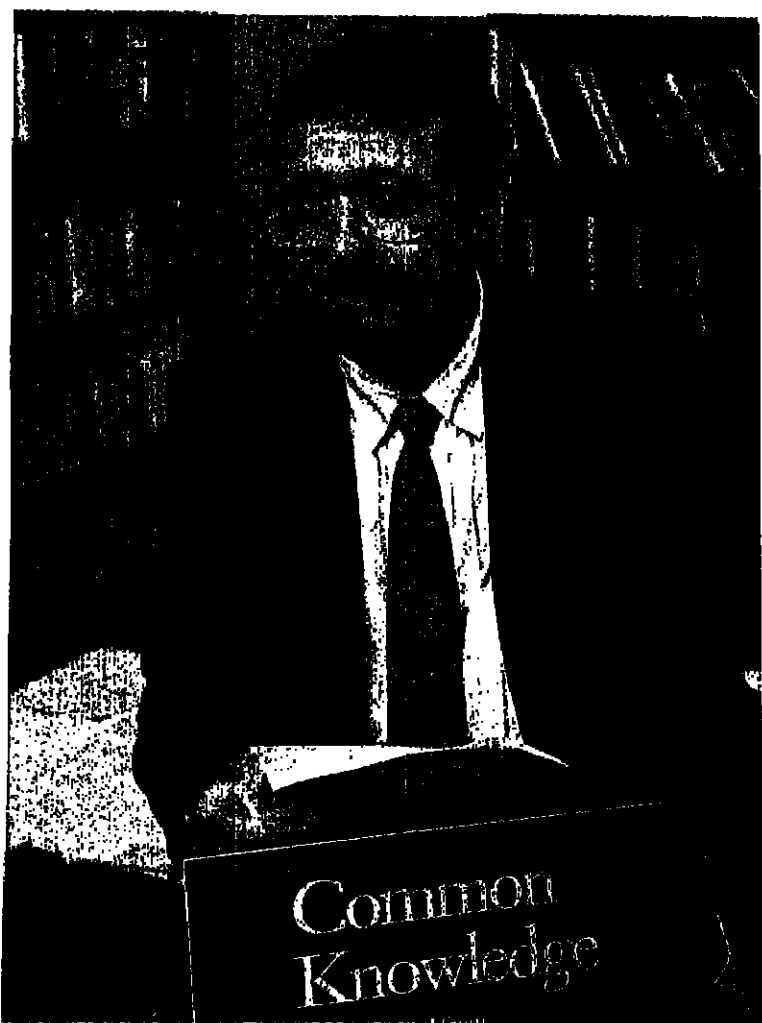
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Jeffrey M. Perl, editor of "Common Knowledge": "We don't want the profession to continue destroying itself."

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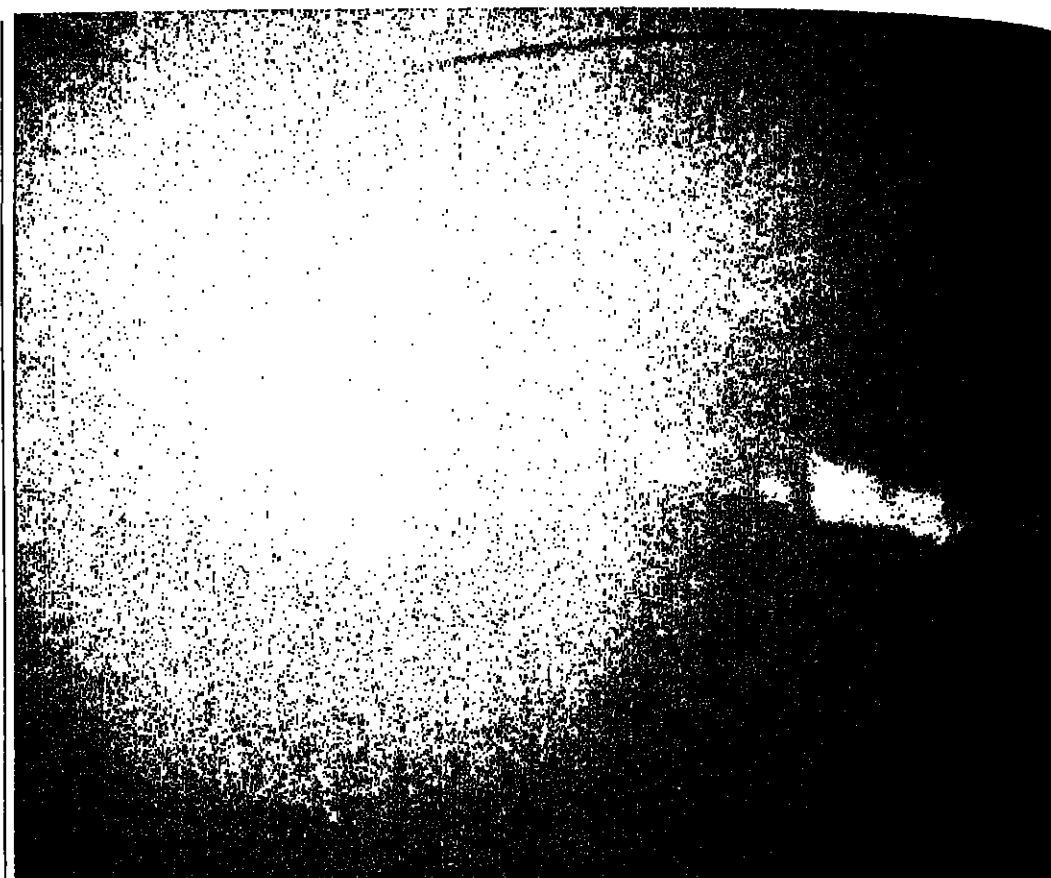
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In this photograph, the disk of hot gas flowing into the black hole appears as a bright spot at the galaxy's core. Extending from the core is the long jet of plasma.

Space Telescope Produces Image of Matter Near Black Hole

ATLANTA—A team of astronomers has obtained a picture of what appears to be a large concentration of fiery matter flowing into an extremely massive black hole.

The photograph, which was constructed from infrared images ob-

tained by the Hubble Space Telescope, was released this month at a meeting here of the American Astronomical Society.

The photograph (above) shows an extremely bright central core of matter within a giant elliptical galaxy known as M87, and a thin "jet"

of hot, electrically charged gas emanating from the core.

The team of astronomers, led by Tod R. Lauer of the National Optical Astronomy Observatories in Tucson, Ariz., said the image shows the stars in M87 increasingly more concentrated toward the central core, as if drawn inward by the gravitational pull of a massive black hole.

Mr. Lauer emphasized that the photograph alone does not conclusively prove the existence of a black hole.

"It looks like a duck, but we haven't heard it 'quack' yet," he said.

The astronomers noted that the calculations, which will need to be confirmed by additional observations, suggested that if a black hole exists within the galaxy, it is about 2.6 billion times as massive as the sun.

5,000 Light Years From Core

Scientists believe matter falling into a black hole becomes extremely hot and radiates energy as it accelerated to near the speed of light by the black hole's gravitational tug.

In M87, the photograph suggests that this matter has formed around the inferred black hole, a disk of hot, electrically charged gas, or plasma, whose emissions can be seen as the bright spot in the photograph.

The astronomers believe the central disk is the source of the plasma jet that can be seen extending 5,000 light years from the core. A light year, the distance over which light travels in one year, is nearly 5.9 trillion miles.

M87, which is located in the constellation Virgo, is about 52 million light years from Earth and contains about 100 billion stars. It is one of the brightest galaxies in the nearby region of the universe and can be seen with a small telescope.

—KIM A. McDONALD

Scholarship

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB
The following list has been compiled from information provided by the publishers. Most of the books are scheduled for release this month, but publication dates—as well as prices and numbers of pages—are sometimes approximate and are subject to change without notice. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHOPOLOGY

The Life and Times of Grandfather Alonso: Culture and History in the Upper Amazon, by Blanca Muratorio (Rutgers University Press; 295 pages; \$40). Combines a study of the Amazonian region of Ecuador with the life history of a Quichua Indian elder.

Peasants and Change, by Arthur D. Murphy and Alex Stepick (Temple University Press; 282 pages; \$39.95 hardcover, \$16.95 paperback). Explores poverty and inequality in the southeastern Mexican city.

Charles Grier's Paris Opera: Architectural Ecstasy and the Renaissance of French Classicism, by Christopher Mendelsohn (University of Iowa Press; 455 pages; \$29.95). Includes original essays on the pottery, textiles, and other arts of the ancient Peruvian society.

ART AND ARCHITECTURE

Algal Photomorphology: The Measurement of Algal Gas Exchange, by Richard J. Golder and Bruce A. Osborne (Chapman & Hall; 272 pages; \$42.50). Evaluates approaches for measuring gas exchange in algae during photosynthesis.

CLASSICAL STUDIES

The Poem of Empedocles: A Text and Translation With a Commentary, edited by Fred I. Jowett (University of Toronto Press; 320 pages; \$45 U.S.). Edition of writings by the Greek philosopher who lived during the fifth century B.C.

ECONOMICS

International Taxation in an Integrated World, by Jacob Frenkel, Assaf Razin, and Efraim Sadka (Durr Press; 220 pages; \$27.50). Considers the relationship between sovereign nations' tax policies and the flow of international capital and goods in an integrated world economy.

Investment Opportunities, Household Savings, and Rates of Return on Investment: A Case Study of the Green Revolution in Bangladesh, by Abdullah Shibli (University Press of America; 174 pages; \$34.50). Describes the impact of new agricultural technologies on farmers' household-savings rates in Bangladesh.

FOLKLORE

Folklore and Reality, by Lutz Röhrich, translated by Peter Tokofsky (Indiana University Press; 320 pages; \$39.95). First English translation of the European scholar's 1936 treatise in which he challenged "ideational" theories of folklore.

Remembering the South: Folklore and Ethnographic Representation in North Africa, by Sabra J. Webber (University of Pennsylvania Press; 293 pages; \$27.95). Discusses the use of *hikayah*, a colloquial Arabic verbal art form, among residents of the Tunisian port of Kelibia.

LITERATURE

Red Planet: Reading the Landscape of America's Historic Mining Districts, by Richard V. Francaviglia (University of Iowa Press; 257 pages; \$35). Explores the visual and historical character of mining landscapes across the United States.

Reckless in the American West: From the Old West to Deconstruction, by Lynne Fienberg (University of Oklahoma Press; 368 pages; \$24.95). Covers 16 states from the mid-19th century to the present.

the Evolution of Democracy, by Donald A. Grinde, Jr., and Bruce E. Johansen (American Indian Studies Center; 320 pages; \$15). Shows how the founders of the United States combined European and American Indian ideas into a new political system.

The Ideology of the Great Fear: The Solidarity in 1789, by Clay Ramsey (Johns Hopkins University Press; 352 pages; \$45). Examines the attitudes and assumptions that contributed to the "Great Fear" of July 1789, a series of uprisings in which French peasants stormed through the countryside ransacking and burning the chateaus of the aristocracy.

"Just Call Me Mitch": The Life of Mitchell F. Hepburn, by John T. Saywell (University of Toronto Press; 637 pages; \$30 U.S. hardcover, \$19.95 U.S. paperback). A biography of the Canadian politician who served as premier of Ontario from 1934 to 1942.

The Kremlin and the Schoolhouse: Reforming Education in Soviet Russia, 1917-1924, by Larry E. Holmes (Indiana University Press; 214 pages; \$25). Shows how parent and teacher resistance caused

the Soviet bureaucracy to modify its education-reform efforts during the period.

The Krobo People of Ghana to 1892: A Political and Social History, by Louis E. Wilson (Ohio University Press; 253 pages; \$20). Traces the history of the largest ethnic group in the West African country.

The Military Orders: From the Twelfth to the Early Fourteenth Centuries, by Alan Forey (University of Toronto Press; 278 pages; \$60 U.S. hardcover, \$18.95 U.S. paperback). Discusses the Knights Templar, the Teutonic Knights, and other military orders formed during the period.

The New Democracy: Challenging the Social Order in Industrial Ontario, 1814-1828, by James Naylor (University of Toronto Press; 336 pages; \$55 U.S. hardcover, \$18.95 U.S. paperback). A study of labor unrest and working-class politics in southern Ontario.

Simple Decency and Common Sense: The Southern Conference Movement, 1898-1963, by Linda Reed (Indiana University Press; 257 pages; \$29.95). Examines the activities of the Southern Conference for Human Welfare and the Southern Conference Educational Fund, two reform groups that laid much of the groundwork for the civil-rights achievements of the 1960's.

The United States Military Under the Constitution of the United States, 1789-1908, edited by Richard H. Kohn (New York University Press; 465 pages; \$40). Includes original essays on such topics as the character and role of the citizen-soldier and the use of U.S. military forces to maintain domestic order.

HISTORY OF SCIENCE

In the Wake of Galileo, by Michael Segre (Rutgers University Press; 192 pages; \$27.95). Examines Galileo's influence on Italian science in the decades after his death in 1642.

LINGUISTICS

Blackfoot Grammar, by Donald G. Frantz (University of Toronto Press; 159 pages; \$45 U.S.). A description and analysis of Blackfoot, a North American Indian language of the Algonquian family.

LITERATURE

Chaucer and His French Contemporaries, by James I. Wimsatt (University of Toronto Press; 378 pages; \$60 U.S.). Focuses on links between Chaucer's poetry

and that of the French writer Oton de Grandson.

Collected Works of Erasmus, Volume 33: Adages II 1 to II 100, edited and translated by Roger Myrns (University of Toronto Press; 479 pages; \$100 U.S.). Translation of the third 300 of the more than 4,000 adages collected by the Dutch Renaissance scholar.

I. L. Peretz and the Making of Modern Jewish Culture, by Ruth K. Wise (University of Washington Press; 146 pages; \$20). A study of Isaac Leib Peretz (1852-1915), a Polish writer who sought to use Yiddish literature as a means of promoting cohesiveness in the Jewish community.

Marlowe, Shakespeare, and the Economy of Theatrical Experience, by Thomas Curran (University of Pennsylvania Press; 241 pages; \$28.95). Describes the psychological, social, and political exchanges "negotiated" between plays and their audiences in the Elizabethan era.

Masks Outrageous and Austere: Culture, Psycho, and Persons in Modern Women Poets, by Cheryl Walker (Indiana University Press; 240 pages; \$37.50 hardcover, \$14.95 paperback). Explores the stylized self-images projected by six American poets—Louise Bogan, Hilda

Continued on Following Page

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NEW SCHOLARLY BOOKS

Continued From Preceding Page

Doonlin, Anne Lowell. *Edna St. Vincent Millay: Sage Teasdale, and Elinor Wylie. Mornings and Metaphors: Figures of Culture and Gender in Black Women's Literature*, by Carla F. C. Hollaway (Rutgers University Press; 218 pages; \$36 hardcover, \$14 paperback). Focuses on Toni Morrison's *Beloved* and Flannery O'Connor's *Flannery* in the work of contemporary black female writers in the United States and West Africa.

Newspaper Days, by Theodore Dreiser, edited by T. D. Nystrom (University of Pennsylvania Press; 825 pages; \$49.95). Unabridged edition of the American writer's memoir of his life as a journalist in Chicago, St. Louis, Pittsburgh, and New York in the 1890's, restores passages that were cut for reasons of sexual frankness before the 1932 publication of the work as *A Book About My Life*.

Oliver Schreiner's Fictions: Landscapes and Power, by Gerald Munn (Rutgers University Press; 201 pages; \$45). A critical study of the South African writer and feminist who lived from 1855 to 1920.

Petrarch's Rhetoric for Fortune Fair and Foul: A Modern English Translation of "De remediis utriusque Fortune," With a Commentary, by Conrad H. Rawski (Indiana University Press; the five-volume set has 2,182 pages and costs \$395). Translation of the 14th-century Italian poet's treatise.

Poets, Poetics, and Politics: America's Literary Community Viewed from the Letters of Ralph Waldo Emerson, 1810-1860, edited by Richard C. Gilman and Michael Paul Novak (University Press of Kansas; 320 pages; \$35). Edition of the correspondence of the American poet, translator, and critic, whose friends in the literary community included Louise Bogan, Theodore Roosevelt, and Edmund Wilson.

Hard Book: Loren Seiter's Letters from the Letters of Ernest J. Wassen, edited by Jack Matthews (Ohio University Press; 278 pages; \$34.95). Annotated collection of letters by the 20th-century American book collector and dealer.

Remizov's Fictions, 1890-1924, by Greta N. Slobin (Northern Illinois University Press; 212 pages; \$30). Uses the works of the writer Aleksei Remizov to trace the Russian novel's transition from the realist to the modern tradition.

Search for a Father: Sartre, Paternity, and the Question of Ethics, by Robert Harvey (University of Michigan Press; 248 pages; \$32.50). Considers the philosophical significance of the recurrent theme of paternity in Sartre's fiction, drama, and political writings.

The Shifting Fortunes of Wilhelm Raabe: A History of Criticism as a Cautionary Tale, by Jeffrey L. Simmons (Camden House; 163 pages; \$36). Traces changes in the literary reputation of the German novelist who lived from 1831 to 1910.

The Shrike of Silence: A Phenomenology of the Holocaust Novel, by David Patterson (University Press of Kentucky; 180 pages; \$24). Draws on the theory of Mikhail Bakhtin in a study of more than 30 writers of Holocaust novels.

Structures from the Trivium in the "Cantar de Mio Cid," by James F. Burke (University of Toronto Press; 239 pages; \$55 U.S.). Attempts to shed light on the origins of a medieval Spanish epic poem whose date and authorship have been a matter of debate; argues that the unknown poet's recasting of epic material about the hero reflects 12th-century training in the basic subjects of the medieval educational division known as the trivium.

Transformations and Texts: G. B. Shaw's "Buoyant Billions," by Steven Joyce (Camden House; 135 pages; \$35). A critical study of the Irish dramatist's last full-length play; also includes an analysis of Siegfried Trebitsch's German translation of the work.

Women, Reading, Knowledge: Telling the Difference, by Susan Rudy Darschi (Wilfrid Laurier University Press; distributed by Humanities Press International; 138 pages; \$29.95). A feminist, deconstructionist analysis of the work of the contemporary Canadian writer Robert Kroetsch.

Wyndham Lewis: Religion and Modernism, by Daniel Schenker (University of Alabama Press; 225 pages; \$29.95). Describes the English writer's interest in religion from an early short story about a Celtic god to his unfinished trilogy *The Human Ace*, which depicts a writer's journey through heaven and hell.

Neuroscience

Neural Nets in Electric Fish, by Walter F. Heiligenberg (MIT Press; 176 pages; \$37.50). A study of the "jamming avoidance" response in *Electrophorus*, a genus of electric fish.

PHILOSOPHY

The Bounds of Logic: A Generalized Viewpoint, by Gila Sher (MIT Press; 160 pages; \$27.50). Draws on the work of the Polish logician Alfred Tarski to develop a theory of the scope and nature of logic.

Philosophy and Art: Essays at the Interface, edited by Robert Cummings and John Pollock (MIT Press; 320 pages; \$29.95). Includes original essays on the theory of rationality in philosophy and artificial-intelligence research.

POLITICAL SCIENCE

Federalism and Health Policy: The Development of Health Systems in Canada and Australia, by Gwendolyn Gray (University of Toronto Press; 281 pages; \$50 U.S. hardcover, \$19.95 U.S. paperback). Compares health-policy implementation in two federalist systems that vary greatly in degree of centralization.

Moral Crusades: Family and Morality in the Thatcher Years, by Martin Durham (New York University Press; 209 pages; \$40). Discusses political controversies over abortion, sex education, and related issues in contemporary Britain.

The Political Economy of National Security: A Global Perspective, by Eitan Bar-Nir (University of South Carolina Press; 322 pages; \$39.95). Examines the impact of the defense sector on economic performance, industrial policy, and international economic relations.

PSYCHOLOGY

Computational Models of Visual Processing, edited by Michael S. Landy and J. Anthony Movshon (MIT Press; 432 pages; \$55). Presents original essays on the use of computational models in the study of visual function.

RELIGION

Church and Culture: German Catholic Theology, 1880-1914, by Thomas F. O'Meara (University of Notre Dame Press; 260 pages; \$35.95). Focuses on the work of Carl Brugg, Paul Schurz, M. J. Scheeben, Herman Schell, and Alois Schmid.

Addresses of Publishers

American Indian Studies Center, 3220 Campbell Hall, University of California at Los Angeles, Los Angeles 90024
Camden House, Drawer 2025, Columbia, S.C. 29202
Chapman & Hall, 29 West 35th Street, New York 10001
Humanities Press International, Atlantic Highlands, N.J. 07716
Indiana U. Press, 10th and Morton Streets, Bloomington, Ind. 47405
Johns Hopkins U. Press, 701 West 40th Street, Suite 276, Baltimore 21211

MIT Press, 55 Hayward Street, Cambridge, Mass. 02142
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U. of Wisconsin Press, 114 North Murray Street, Madison, Wis. 53715
U. Press of America, 4720 Boston Way, Lanham, Md. 20706
U. Press of Kansas, 329 Carruth, Lawrence, Kan. 66045
U. Press of Kentucky, 663 South Limestone Street, Lexington, Ky. 40506

Wilfrid Laurier U. Press, Waterloo, Ontario N2L 3C5

SOCIOLOGY

Good Days, Bad Days: The Self in Crisis, by Kathy Chaz (Rutgers University Press; 311 pages; \$24.95). Examines the experience of people with cancer, lupus, multiple sclerosis, and other chronic illnesses.

THEATER

Theatre, Theory, Postmodernism, by Johannes Burridge (Indiana University Press; 240 pages; \$39.95). Discusses theater, dance, performance art, video, and performance in the modern era.

FELLOWSHIPS

American Philosophical Society Library
MELLON RESIDENT RESEARCH
FELLOWSHIPS, 1992-1993

The American Philosophical Society Library is accepting applications for short-term residential fellowships for conducting research in its collections. The Society's Library, located near Independence Hall in Philadelphia, is a leading international center for research in the history of American science and technology and their European roots, as well as early American history and culture. The Library houses over six million manuscripts, 186,000 volumes, and thousands of maps and prints. Outstanding historical collections and subject areas include the papers of Benjamin Franklin, the American Revolution, 18th- and 19th-century natural history, western scientific expeditions and travel, the Peale-Sellers papers, American Indian languages, anthropology, the papers of Charles Darwin, genetics and eugenics, biochemistry, physiology, biophysics, 20th-century medical research, and modern physics.

The fellowships, funded by The Andrew W. Mellon Foundation, are intended to encourage research in the Library's collections by scholars who reside beyond a 50-mile radius of Philadelphia. The fellowships are open to both U.S. citizens and foreign nationals who are holders of the Ph.D. or the equivalent, Ph.D. candidates who have passed their preliminary exams, and independent scholars. Applicants in any relevant field of scholarship may apply. The stipend is \$1,800 per month, and the term of the fellowship is a minimum of one month and a maximum of three, taken between June 1, 1992 and May 31, 1993. Fellows are expected to be in residence during the period of their award.

There is no special application form and this notice provides all the essential information needed to apply. Applicants should submit the following: (1) cover sheet stating a) name, b) title of project, c) expected period of residence, d) institutional affiliation, e) mailing address, f) telephone numbers, and g) social security number; (2) a letter (not to exceed three single-spaced pages) which briefly describes the project, states the specific relevance of the American Philosophical Society's collections to the project, and indicates expected results of the research (such as publications); (3) a c.v. or résumé; and (4) one letter of reference (doctoral candidates must use their dissertation advisor). Published guides to the Society's collections are available in most research libraries, and a list of these guides is available on request. Applicants are strongly encouraged to consult the Library staff by mail or phone regarding the collections.

Address applications or inquiries to: Mellon Fellowships, American Philosophical Society Library, 105 South Fifth Street, Philadelphia, PA 19106-3386. Telephone: (215) 440-3400.

Applications must be postmarked no later than March 1, 1992.
 Notice of awards will be mailed no later than May 1, 1992.

ANNOUNCEMENT OF A NEW FELLOWSHIP PROGRAM
American Council of Learned Societies Fellowships in
Humanities Curriculum Development

The American Council of Learned Societies (ACLS) announces the availability of fellowships in the humanities for college faculty with a particular commitment to teaching. These awards have as their purpose the support of college faculty who wish to participate in a curriculum development project with ACLS teacher-fellows from a local school district. A maximum of eight grants of up to \$45,000 each will be made to college faculty members each year for non-renewable one year terms beginning fall 1992 for the 1992-93 academic year.

The purpose of the ACLS Elementary & Secondary School Curriculum Development Project is to improve the teaching of the humanities in the public schools through the development of curricular materials reflecting current and emerging understandings of the humanities at the post-secondary level. This is to be done by means of the creation of a national network of public school teachers, college faculty members, and senior research scholars collaborating in seminars at selected major research universities.

Two grants for college faculty at each of four sites will be awarded for the 1992-93 academic year. Two fellow will work with public school teachers and with a senior humanist at each of the following institutions: the University of California, Los Angeles; the University of California, San Diego; Harvard University; and the University of Minnesota.

Eligibility Criteria

We are looking for committed post-secondary teacher-fellows willing to participate in the seminar on an equal footing with the public school teacher-fellows and continue after the seminar to serve as a resource to those teachers and their schools.

The Post-Secondary-Fellows will commit themselves to continuing collaboration with the schools and the ACLS network, and, in addition, to produce two documents: a report of their fellowship year and an essay, suitable for publication in an annual ACLS compilation of scholarship from the project.

Requirements and Restrictions

- Applicants are required to be tenured and hold the Ph.D. or comparable professional qualifications.
- Applicants are required to show evidence of a special commitment to teaching.
- Applicants' homes or home institutions must be within reasonable commuting distance of the research university hosting the ACLS Seminar and its cooperating school district.
- This fellowship may not be held concurrently with any other major fellowship or grant.

Application Process

To request a complete project description and an application form please write to: Fellowships Office, American Council of Learned Societies, 228 East 45th Street, New York, NY 10017-3598.

In the administration of its fellowship and grant programs, the ACLS does not discriminate on the basis of age, color, creed, disability, gender, marital status, national origin, race, or sexual preference. Membership in any constituent society of ACLS has no bearing on eligibility.

Lead funding for this program has been provided by the Pew Charitable Trusts.

Postmarked Deadline for Completed Applications: February 29, 1992

Decisions will be announced in April, 1992.

Personal & Professional



Richard J. Shaker, a self-described "cryptology chauvinist":
 "I work for a wonderful agency that does marvelous things I cannot tell you about."

Long-Secretive Agency
Begins to Come In
From the Cold

Encouraging more openness, its head of math research is inviting academics to his puzzle palace

City University, meanwhile, has started proceedings to remove Mr. Cinel's tenure on grounds that he engaged in "conduct unbecoming a member of the staff."

CUNY's union, the Professional Staff Congress, is representing Mr. Cinel. Mr. Cinel would not comment on his case or the magazine article for the record, other than to say no judgments should be made until the process was over. But his lawyer, Arthur A. Lemann, called the *Vanity Fair* story misleading. He said that the men involved with Mr. Cinel were consenting adults, that it could not be proved that the young men in the pornographic materials were under age, and that it became illegal to possess such materials in Louisiana only in 1986—after his client had obtained them.

"The thrust of that article is that you had a Catholic priest who was using his robes to corrupt little alter-boy types," Mr. Lemann said. "Nothing could be further from the truth. He was sexually active when he shouldn't have been as a priest. But the question is not whether he's a sinner, but whether he's a criminal. And that is not the case."

By DAVID L. WHEELER

After receiving his Ph.D. in mathematics from the University of Chicago in 1968, Richard J. Shaker virtually vanished from the discipline.

Although his former academic colleagues might have seen him occasionally at mathematics meetings, few knew what he was working on.

In 1987, Mr. Shaker surfaced again. As the chief of the Office of Mathematical Research at the National Security Agency, he and his colleagues invited 100 university mathematicians, who received only a cursory security check by NSA standards, to visit what he calls "the puzzle palace."

Making and Breaking Codes

Officials are tight-lipped about the agency's purpose. "I work for a wonderful agency that does marvelous things I cannot tell you about," Mr. Shaker says. But it's not hard to ascertain that cryptology, the science of breaking and making secret codes, is central to that purpose. Mr. Shaker, in fact, describes himself as a "cryptology chauvinist."

Mr. Shaker's colleagues outside the agency say his passion for mathematics

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Colleges Tighten Employee-Benefit Programs as Costs Rise Dramatically

Continued From Page A1
ing of costs between the employees and the institution is fair."

Here are some of the changes in benefits that colleges are considering:

- In a trend that began several years ago and is growing stronger, more institutions are raising the premiums, deductibles, and co-payments that employees pay for health insurance. Among the institutions that have done so in recent months are Johns Hopkins, the University of Miami, Stanford University, and Mount Holyoke College.

- A growing number of colleges are moving away from the traditional, but expensive, "indemnity" health plans that allow employees to choose their own physicians. Instead, they are adopting "managed-care" plans, which, broadly defined, refer to any network of health-care providers that manages access to care and offers discount arrangements if employees go to certain doctors and hospitals. Some colleges require employees to pay more for an indemnity plan than for cheaper plans affiliated with health-maintenance organizations.

- Some universities with medical schools and hospitals are setting up health-care networks for their employees using their own facilities and doctors. The University of Miami has already done so, while Stanford and Johns Hopkins are considering the approach.

- Some colleges are limiting coverage for expensive types of care. Georgetown University, for example, reduced coverage this year for inpatient treatment of substance-abuse and mental-health problems, and improved the benefits for outpatient care.

- The Financial Accounting Standards Board, which sets standards for companies and private institutions, will require some colleges and other employers beginning in 1993 to account in their budgets for the total anticipated cost of providing medical benefits to current and future retirees. As a

result, some colleges may limit coverage for retirees or ask them to contribute more to their medical plans.

- As they did in the 1980's, many public and private colleges are aggressively offering early-retirement incentives as a way to reduce their work force and cut costs. Among them are the Universities of Connecticut and Missouri, and Harvard University.

- Financial pressures are forcing some colleges to hold off on expanding benefits. Mount Holyoke,

"I'm not hearing of any universities adding any new benefits. We're all trying to do things to control costs."

for instance, is putting off plans to expand disability and life-insurance benefits. Others are slowing plans to offer less-traditional benefits such as child-care programs.

Not every institution is making changes in benefits. At colleges with health-care plans tied to those offered by a state, costs are not usually being shifted to employees. When it comes to retirement benefits, few colleges are thought to have made cost-cutting moves. However, some states, faced with budget shortfalls, have been cutting back or deferring contributions to public pension systems, raising concerns among college employees.

A Shift in Philosophy

Whatever the case, many personnel managers say they see a shift in philosophy about benefits. In the past, employees have usually expected the employer to take care of benefits, said John M. Toller, director of personnel for the University of Connecticut. That's changing.

"The responsibility is a shared

one," Mr. Toller said. "Right now that sharing is not widely included in medical or other benefits plans. But it will be in the future: not only shared costs, but shared involvement in developing benefits."

While unions find the trends troubling, employees don't always recognize to what extent their benefits are being eroded, said Mark C. Blum, associate director of collective bargaining for the American Association of University Professors. The AAUP is preparing a new survey to obtain more information about what is happening to health-care benefits.

The most prevalent trend in collective bargaining today, Mr. Blum said, is employers' seeking to reduce their contribution to health plans. Some campus chapters of the AAUP have been successful in fighting efforts to shift costs to employees. "More and more, we're seeing faculties involved in developing health-cost-containment strategies together with administrators, because there really is a common interest," Mr. Blum said.

An Upward Spiral

A 1990 survey of retirement and insurance benefits shows the upward spiral of benefits costs. It found that colleges spent, on average, about 21 per cent of their payroll budget—or \$6,206 per employee per year—on benefits in 1989, the most recent year for which data were collected. By comparison, in 1987, that same figure was 19.7 per cent—or \$4,896 per employee per year. The survey of 634 institutions was conducted by the Teachers Insurance and Annuity Association and College Retirement Equities Fund, higher education's largest pension companies.

The survey also found that from 1977 to 1989, the proportion of an institution's payroll budget going to health-care costs alone had nearly tripled—from an average of 2.2 per cent to 6.1 per cent. (Included in the 21-per-cent figure that colleges spent on benefits in 1989 were 5.9 per cent for social security and 8 per cent for pension plans.)

Despite the cost increases, colleges lag behind the corporate sector in making changes in benefits such as shifting costs to employees, according to private benefits consultants. That's partly because colleges have a more collaborative and slower decision-making process, the consultants say.

"Colleges are just now starting to try to catch up with what most of the corporate sector has been doing for a number of years in health care," said Roger S. Taylor, a specialist in health-care issues for the Wyatt Co., a consulting firm.

Until this year, employees at the University of Miami had to pay health-care premiums only for their dependents. Effective January 1, they began paying part of the premium for their own coverage, as well. In one of the university's

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more expensive plans, the premium for individual coverage rose from zero to \$75 per month for employees who belong to an union. Those who had no health insurance before, non-union employees, get a \$10 monthly discount.

Trustees Order Cuts

Employees were "very upset," said Sam Greenfeder, director of employee benefits for the university. "Our salary increase was probably around the same level as inflation, which really didn't cover the increase in health-care costs."

Those costs have risen dramatically in the Miami area, he said, and the university simply couldn't afford to swallow the increase itself. After the university's health-care costs jumped 30 per cent in 1990, Miami's trustees directed administration to pare expenses that costs would rise by only 20 per

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cent in 1991 and by only 5 per cent in 1992.

In addition, this year for the first time the university is offering a "managed-care" health plan that uses its own medical facilities and doctors affiliated with its medical school. Employees in the plan can go to health-care providers outside the university network, but they must pay more to do so.

Some employees view "managed-care" plans as a "diminution of benefits," Mr. Greenfeder said. "People are used to choosing their own medical providers." But the national trend is toward managed care, he said.

Premiums Are Increased

At Johns Hopkins, officials conducted an extensive benefits review last spring in an effort to stem increasing health-care costs, and they involved faculty and staff members in the process. The result: Beginning this month, the premiums that employees pay for health insurance were increased.

The university sought to soften the impact on lower-paid employees, said Frank P. Kellner, director of benefits administration at Johns Hopkins. "We implemented a surtax so people who earn more than

Colleges need "to see

If the sharing of costs between the employees and the institution is fair."

\$50,000 a year pay more toward the cost of their medical plan than those under \$50,000," he said.

Two or three years ago, a lot of colleges were putting in flexible benefits programs to contain costs, but that trend seems to have dropped off in the past year, said Pat Richter of Hewitt Associates, a consulting firm on benefits and salaries. But, she said, interest seems to be growing again. A flexible-benefits package generally gives employees a budget to spend on benefits and allows them to make choices based on their own needs.

Early-Retirement Benefits

Colleges that are struggling with budget shortfalls often use early-retirement benefits to help them reduce the size of their work force and avoid layoffs. Institutions run risks, however, in using such programs, said Mr. Toller of Connecticut, which is offering early-retirement incentives as part of a statewide program. About 800 of the university's 4,200 employees are eligible for the plan, which—to hasten their eligibility for retirement—allows them to add three years either to their age or to their years of employment.

"The problem with an early-retirement incentive plan is that you can lose your most talented and skilled people," Mr. Toller said. "You could have an entire department decimated, and it would not be something you had the opportunity to plan for."

"The tradeoff is that cutting through attrition is more humane." As they reconsider benefits

packages, many college officials say they need to do a much better job of helping employees understand the economic value of benefits and the cost of maintaining them. One solution is to involve employees in the process.

Faced with a 32-per-cent increase in health-care costs two years in a row, Mount Holyoke had to make significant adjustments to its health plans, including shifting more costs to employees.

"We did have a decent amount of concern expressed," said Andrew J. Kripp, benefits specialist at the college, "but we laid it all on the table. We said, 'These are the costs.' By involving the community, which was a six- to seven-month process, people had ownership of it by the end."

Professor Sues College for Changing a Student's Grade

IRVINE, CAL. A faculty member at Irvine Valley College has sued college officials over their decision to change the grade of a student in his writing class from a D to a C.

In his lawsuit, filed in Superior Court last month, Hugh Glenn, a professor of English, claims his right to determine the grade is protected under the California Education Code, a set of state regulations governing public schools and colleges. The code allows exceptions only if evidence is found of a mistake, fraud, bad faith, or in-

competency on the instructor's part, the lawsuit states.

The student, Deidre Kashout, filed a grievance after receiving a D in the writing class. She alleged that Mr. Glenn had acted in bad faith by failing to explain his grading policy and course objectives. Her appeal was upheld by Peter Morrison, chairman of the humanities school.

Mr. Morrison ruled that Mr. Glenn had acted in bad faith by failing to change her grade to a C—as he had allegedly promised—after the student made recommended corrections on a

term paper. Mr. Glenn says that there is no evidence of bad faith on his part, and that he promised to change the grade only if the corrections rendered the paper acceptable, which they did not, said his lawyer, Paul Crost.

Over Mr. Glenn's objections, Mr. Morrison ordered the grade changed to a C. Mr. Glenn is seeking reinstatement of the D grade in his lawsuit, which names Mr. Morrison, the chancellor of the Saddleback Valley Community College District, and the district's Board of Trustees. —JACK MCCURDY

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Judith T. Muñoz: The need to further control the cost of employee benefits has intensified.



Robert M. Wilson: A college should see what its benefits would be if the plan were created today.

Some Professors See Politics in Minnesota's Plan to Close Their Department

By SCOTT HELLER

The humanities department at the University of Minnesota will never be confused with a traditional Great Books program. That, some professors contend, may be why it is slated for elimination as part of a budget-cutting plan at the Twin Cities campus.

Professors affiliated with the undergraduate program question whether internal political disputes—and criticism from Lynne V. Cheney, chairman of the National Endowment for the Humanities—contributed to the university's decision to shut down the program at the end of the semester.

"They wanted to block the access of undergraduates to a critical education," said Bruce Lincoln, a professor in the department, which teaches students to put art and literature in political and historical context. Its courses range from "Humanities in the Modern World" to "Landscape and Ideology" to "Sexualities—From Perversity to Diversity."

\$27-Million Cut

Administrators said the planned cuts, which also include the elimination of the linguistics department, will save money and ultimately strengthen the humanities. The proposal followed a state announcement that \$27-million would be cut from Minnesota's budget allocation.

Julia M. Davis, dean of the College of Liberal Arts, announced

plans to shut down the department last October. Her recommendation was narrowly approved by the faculty assembly. Last month the Board of Regents approved the proposal as part of a plan to deal with state budget cuts.

Savings Put at \$150,000

The dean estimated that the university would save at least \$150,000 in eliminating the departments, even though all the faculty members would be placed elsewhere. She said the selected cuts made more sense than across-the-board slashes or a faculty hiring freeze.

Ms. Davis said politics had nothing to do with her decision. She said faculty committees had agreed that the humanities professors, who specialize in interdisciplinary work, could be housed in other departments, which would be invigorated by their presence.

Several professors said they were shocked by the decision, since the eight-professor department is increasingly popular with undergraduates and was earlier identified by a college review panel as approaching national distinction. "You begin to run out of reasons except for the political," said Richard Leppert, professor of humanities.

While humanities departments are often associated with traditional approaches to culture, Minnesota's program has taken a different, and controversial, direction in recent years. Professors now empha-

size cultural-studies approaches, teaching works from both high and popular culture, while studying how distinctions are made between the two. The result has been a series of courses that relate political and social power to judgments about culture. The department is also connected to a graduate program that is one of only a few programs nationally that offer a doctoral degree in cultural studies.

"Much of what we're doing is being used as models elsewhere," said Mr. Leppert. Some 100 undergraduates major in the department, and the graduate program attracts some of the best students of any in the university, he said.

For its size, added Mr. Lincoln, "it's the faculty with the most Guggenheims, the most NEH awards,

the most books published with the most distinguished presses."

In 1990, the department became a campus *casse célèbre* when discussions over curricular reform led to angry debates between traditional scholars and those who favored a wide-ranging overhaul of the course offerings. Eventually, the department retained historical survey courses in the curriculum, but organized the major around themes such as "Discursive Practices" and "Culture and Conflict."

Criticism From Cheney

Mrs. Cheney has twice pointed to Minnesota's humanities curriculum as an example of higher education's problems. In her 1990 report, "Tyrannical Machines: A Report on Educational Practices Gone

Mathematicians Find Secretive Agency More Open

Continued From Page A17

has helped to drive that agency toward more exchanges with academic mathematicians and regular, if financially modest, support for mathematical research at universities. Mr. Shaker also gives credit for the agency's efforts to Vice-Adm. William O. Studeman, the agency's director, who made a rare public appearance at a mathematicians meeting three years ago.

This month, agency mathematicians gave 12 talks at a joint meeting in Baltimore of two mathematics societies. Mr. Shaker described the agency's growing openness to an audience of over 400 mathematicians in a talk entitled "The agency that came in from the cold."

Since the 1987 "thaw," when Mr. Shaker says the NSA overcame its "introspection and circumspection" to become a more active force in mathematics, the agency has been giving academics an average of \$2.5-million a year in peer-reviewed grants for theoretical mathematical research that is conducted at universities.

"Historically," he says, "when- ever new math has been developed, it's been important to us."

Summer Programs for Students

The grants support unclassified research, and the agency also supports unclassified mathematical studies in two centers—at Princeton University and at the University of California at San Diego. The Princeton center employs about 50 mathematicians and the California center about 10, a number that should grow to 25, Mr. Shaker says.

The NSA has also been inviting university faculty members to spend their sabbaticals at its Maryland headquarters. For the past two summers, it has invited undergraduates—eight during the first summer and 10 last summer—to work on classified mathematical problems under the tutelage of agency staff members.

The purpose of the undergraduate program, Mr. Shaker says, is to encourage those students to go on to graduate study in mathematics.

When he started the program, he was surprised at the willingness of undergraduates to undergo what he calls a "grueling" security-clear-

ance process. Even more surprisingly, he says, those who conduct security checks at the agency became fans of the program, giving the applicants special handling and trying to persuade them to come.

The agency has also started a "speaker's bureau" that sends its mathematicians to elementary and

"If you're working on a hard problem, there are lots of people around who are willing to teach you what you need to know."

secondary schools near NSA headquarters and has held workshops for mathematics teachers.

Because such educational activities did not fit the NSA's originally stated mission—whatever that was—the agency's lawyers and Congressional staff members rewrote its Congressional authorization in 1990 to include an educational component.

Time spent at NSA won't help academics to publish papers, since the agency prefers that they attack problems that are central to its mission—problems that are classified. But Ezra A. Brown, a professor of mathematics at Virginia Polytechnic Institute and State University who is currently on sabbatical at the NSA, says the experience is "enormously valuable."

"If you're working on a hard problem," says Mr. Brown, "there

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Wrong and Our Best Hope: Setting Them Right," she criticized plans to minimize offerings. And in a speech delivered in the Spring 1991 issue of *Academic Questions*, the journal of the National Association of Scholars, she said the department was mistakenly emphasizing culture.

Ms. Davis, who joined the university last summer, said Mr. Cheney's criticism had had no bearing on her decision. She said she supported new approaches to the study of the humanities, wouldn't want to be at a university that said "Uh-oh, this is not out," she said.

The college is now weighing several reorganization plans, including a faculty proposal to house the humanities faculty and art-history department in a new "Institute of Arts, Culture, and Society."

are lots of people around who are willing to teach you what you need to know."

Mr. Brown, who is interested in the properties of numbers, says he has learned to program computers during the sabbatical. He spends evenings working on his unclassified research, since he can't take his NSA salary home with him.

Although Mr. Brown would be able to talk about his agency research when he returns to Virginia Tech next August, he believes he can use the experience to teach students. "So many students get the impression the only thing they can do with math is teach," he says. "As an educator I can't back and say it isn't so."

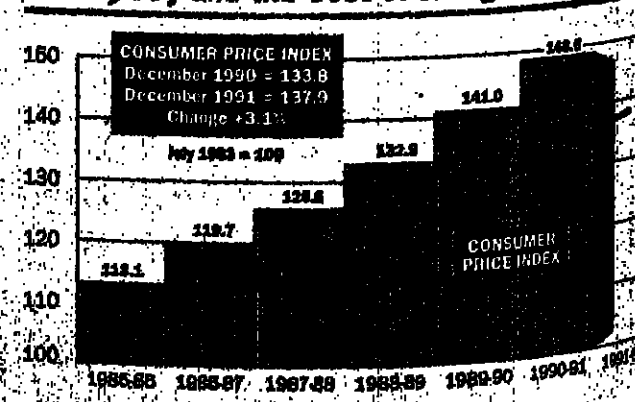
"I can't tell them what they would be doing here," he said, "but I can say there are a lot of opportunities to solve very hard interesting problems."

The agency's largest source of mathematics may have to shrink as its budget declines in the post-cold-war world. But the message Admiral Studeman sent to the mathematics meeting this year, Mr. Shaker, is that the agency will be hiring mathematicians even though it faces a year of austerity.

Mr. Shaker says others may have to help the agency in its efforts to support mathematics in an era of diminishing defense budgets. He remains convinced, however, of the need for the agency's public relations mission.

"The world remains a dangerous and volatile place," he said. "There's a need for decision makers to be informed."

Faculty Pay and the Cost of Living



ON LINE

The Educational Testing Service has developed an experimental system to help deaf students who use sign language to take standardized tests.

The prototype uses a computer and a videodisk player to combine text, graphics, and video on one screen. If deaf students do not understand the written text, they can use a mouse to click on one of two signed versions—English word order or American Sign Language—and use that instead.

Judy Mounty, an associate research scientist who is working on the prototype, says most people with normal hearing do not realize that the deaf have trouble understanding English. For them, she says, "it's essentially a foreign language."

Cleveland State University has established a computerized telephone network to help health-care and social workers keep tabs on pregnant women who are drug abusers.

The network lets doctors, nurses, and social workers leave messages for each other by entering a patient's identification number in a computer. It also lets them remind patients about appointments. Through a service called Community Health Rup, which operates like a call-in talk show, the network lets patients ask questions.

"These women need advice or information, but they can't or won't get to the doctor's office," says Farokh Alemi, an associate professor of management and labor, who had the idea for the network. "This system will eliminate much of the time and effort needed to maintain contact."

The network started this month with a \$2.7-million grant from the National Institute for Drug Abuse.

A year ago, Syracuse University and the New York State Education and Research Network sponsored "Beyond the Walls," a day-long campus workshop on using personal computers to gain access to information on electronic networks.

Academics anywhere can now replicate that workshop with a new instructional package that provides how-to information, copies of the original materials, and a videotape demonstrating an electronic network. The materials are available in a three-ring notebook, which also includes the New York network's 70-page guide to resources on the Internet.

The network, which is marketing the package, will use proceeds to start a grant program for its library users, according to James D. Luckett, executive director. "Beyond the Walls: The World of Networked Information," is available for \$99 from NYSERNET Inc., 111 College Place, Room 3-211, Syracuse, N.Y. 13244; (315) 443-4120.

Information Technology

Colleges Pressured on Computer Access for the Handicapped

Continued From Page A1

ability; nearly 40 per cent of those have some sort of visual impairment and about 26 per cent are deaf or hard of hearing, according to data supplied by EDUCOM, a consortium of higher-education institutions and corporations that promotes uses of technology in education. Those who represent the handicapped say that many more people with disabilities will enter higher education in the future because the new regulations will open up opportunities for them in the job market that previously were closed.

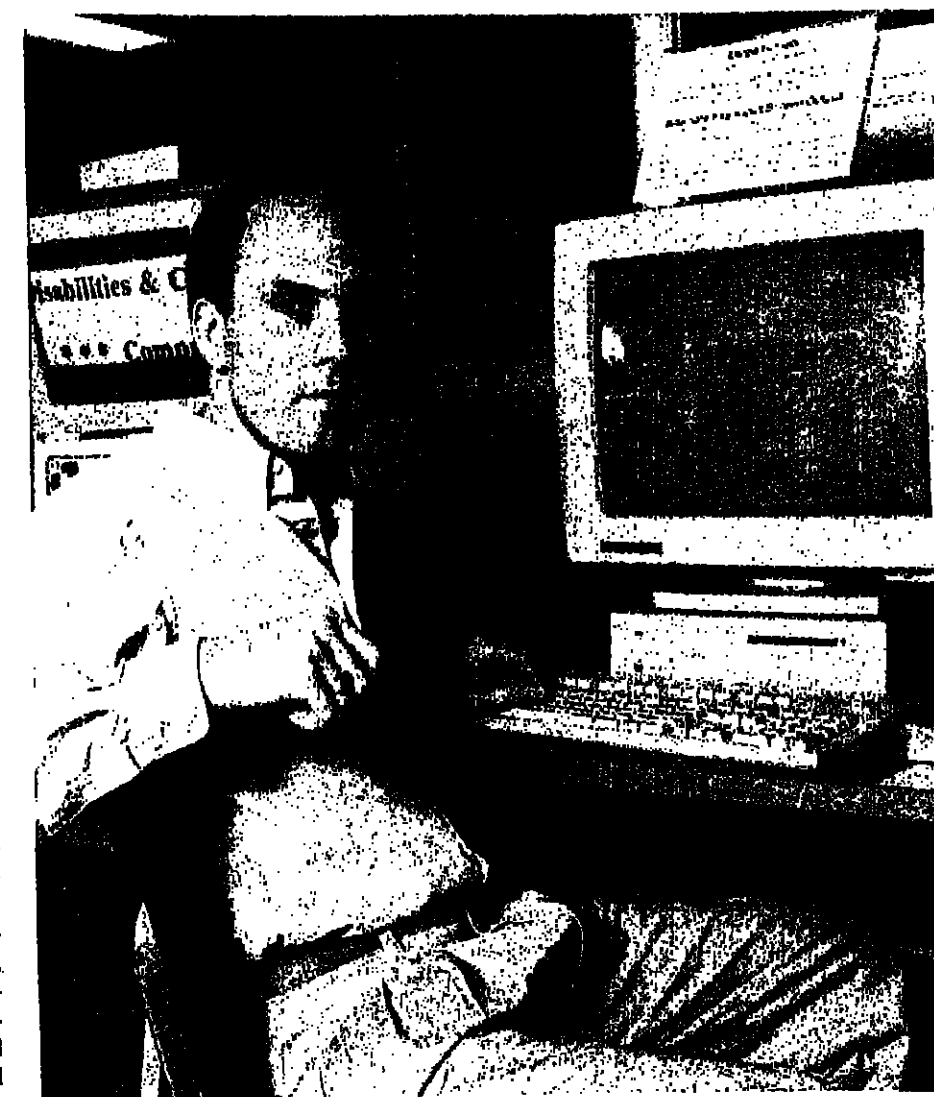
Interpreters and Wheelchair Ramps

The Rehabilitation Act of 1973 prohibits discrimination against the handicapped at institutions that receive or benefit from federal funds. Section 504 of the act, which took effect in 1977, has required educational programs to remove barriers preventing those with disabilities from participating in higher education.

Because of the rules, colleges and universities now routinely offer interpreters, note takers, and readers for students requiring such aides, and have installed elevators, wheelchair ramps, and sloped curbs on streets to allow the handicapped to move about campuses freely. Many also have made special accommodations to allow the disabled to use computers.

Although most institutions say they are meeting that law's requirements, handicapped students say that, in fact, many are not. Colleges and universities are particularly inadequate when it comes to providing access to recently developed computerized card catalogs and to campus computing networks, say those who represent the handicapped.

"The fact is that most institutions are not in compliance with the existing law in terms of computer access," says Danny Hilton-Chalfen, coordinator of the Disabilities and Computing Program at the Uni-



UCLA's Danny Hilton-Chalfen: "In terms of computer access, there is certainly a lag between providing accommodation compared with more traditional support."

versity of California at Los Angeles. He is also chairman of Equal Access to Software for Instruction, a project of EDUCOM. The regulations that take effect this week stem from the Americans With Disabilities Act, which essentially extends to the private-sector rules originally laid out in the earlier law. That means that private businesses, as well as state and local governments, must make reasonable accommodations for the handicapped. The new law also forbids discrimination in employment. It is widely regarded as the largest expansion of civil rights since the 1964 Civil Rights Act.

Although the vast majority of colleges and universities are already technically covered by the earlier law, officials at several institutions say they believe disabled students will be more inclined to file law-

suits under the act. That is in part because of all the attention it is getting, and in part because it may be easier to sue. The new law may also increase an institution's exposure to suits from disabled employees because it offers increased protection to faculty and staff members compared to laws already on the books.

Under certain circumstances, a lawsuit under the new law can result in awards of compensatory damages up to \$50,000 for the first violation, and up to \$100,000 for a subsequent violation. "A \$50,000 penalty

that could be controlled by voice alone, she could make better use of the technology that her fellow students take for granted," she says.

Ms. Dutton says she is prepared to sue if Purdue does not provide proper access to facilities. She has a litany of other complaints, including wheelchair-accessible doors that are locked and automatic doors that are turned off.

Purdue officials say that things are changing at the university, partially in response to the new regulations. Betty M. Nelson, dean of students, says the university established a laboratory for adaptive-learning technology two years ago, and is preparing to install that technology in computing centers around the campus. She acknowledges that the desks in the laboratory are too small to accommodate Ms. Dutton's oversized wheelchair; they were built to standard wheelchair specifications, she says, and the university has now adopted Ms. Dutton's chair as its standard.

Reasons for Upgrading Systems

Ms. Nelson admits that Purdue did not completely meet the requirements of the old law. "I suspect that like any other institution there are ways in which we are not in full compliance," she says, "but we are working toward full compliance."

Many of those who represent the handicapped hope that even institutions that are largely in compliance with the earlier law will see in the new law reasons for upgrading their computing systems. "In terms of computer access, there is certainly a lag

Continued on Following Page

NEW BOOKS ON HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

Academic and Workplace Sexual Harassment: A Resource Manual, by Michele A. Poludi and Richard B. Birckman (State University of New York Press, State University Plaza, Albany, N.Y. 12246; 215 pages; \$39.50 hardcover, \$12.95 paperback, plus \$3 for shipping). Contains information on preventing sexual harassment, investigating complaints, and providing counseling and remedies for victims.

The A's and B's of Academic Scholarship, 1992-93, edited by Deborah Klocky (Octameron Associates, P.O. Box 3437, Alexandria, Va. 22302; 140 pages; \$6, plus \$1.75 cents for shipping). Contains information on aid awarded on the basis of academic achievement rather than financial need.

The Building of a University (Northeast Louisiana University, by George T. Walker (Taylor Publishing Company, 1550 West Mockingbird, Dallas 75235; 373 pages; \$29.95, plus \$2.50 for shipping). Traces Northeast's transformation from junior college to university.

College Match: A Blueprint for Choosing the Best School for You, 1992-93, by Steven R. Antonoff and Marie A. Friedemann (Octameron Associates, P.O. Box 2748, Alexandria, Va. 22301; 132 pages; \$6, plus \$1.75 for shipping). A workbook-style guide for prospective students.

Ecological Literacy: Education and the Transition to a Postmodern World, by David W. Orr (State University of New York Press, State University Plaza, Albany, N.Y. 12246; 210 pages; \$29.50 hardcover, \$14.95 paperback, plus \$3 for shipping). Includes discussion of what schools, colleges, and universities can do to promote ecological responsibility.

On Quality in Higher Education, by Daniel T. Seymour (American Council on Education/Macmillan

Publishing Company; send orders to Dave Horvath, Macmillan, 866 Third Avenue, New York 10022; 196 pages; \$27.95 prepaid). Discusses higher education as a "quality"-oriented service whose customers include students, parents, alumni, and legislators; describes ways of adopting the techniques of strategic quality management in the campus setting.

Productivity & Higher Education: Improving the Effectiveness of Faculty, Professors, and Financial Resources, edited by Richard E. Anderson and Joel W. Meyerson (Peterson's Guides, P.O. Box 213, Princeton, N.J. 08543; 134 pages; \$27.95, plus \$3.95 for shipping). Contains essays from a symposium sponsored by the Forum for College Financing.

Professors at Play, by Robert Wozelblatt (Rutgers University Press; 109 Church Street, New Brunswick, N.J. 08901; 234 pages; \$34 hardcover, \$12.95 paperback, plus \$2.25 for shipping). Presents the author's reflections on teaching, writing, and thinking.

Racism on Campus: Confronting Racial Bias Through Peer Interventions (New Directions for Student Services No. 58), edited by Jon C. Dalton (Jossey-Bass Publishers, 350 Sansome Street, San Francisco 94104; 88 pages; \$14.95 prepaid).

Realizing Gender Equality in Higher Education: The Need to Integrate Work/Family Issues, by Nancy Rensel (ASHE-Higher Education Reports, George Washington University, One Dupont Circle, Suite 630, Washington 20036; 104 pages; \$12.75 prepaid for members of the Association for the Study of Higher Education, the American Association for Higher Education, the American Educational Research Association, and the Association for Institutional Research; \$17 prepaid for non-members; make checks payable to GWW-ERIC). Argues that in light of predicted faculty shortages, colleges and universities must adjust their hiring, employment, and promotion policies to address the needs of faculty members whose family responsibilities may conflict with various aspects of their careers.

System Allows the Disabled to Use Computers

By DAVID L. WILSON
NORTHRIDGE, CAL.

To use computer equipment, college students with disabilities frequently must work on special workstations in a central location on their campus. The handicapped students often find the arrangement inconvenient.

But because many disabled students need special hardware and software, an institution cannot hope to equip every computer on its campus with every device on the market available to assist the disabled, says Neil G. Scott, special-projects engineer with the Office of Disabled Student Services at California State University's campus here. "That would be far too expensive."

According to Mr. Scott, institutions are searching for an inexpensive way to give students better access to computing systems, as required under the new Americans With Disabilities Act.

Voice Recognition Used

The Northridge campus is developing a Universal Access System designed to allow any person to operate any computer using invisible beams of infrared light.

The system would require two computers. The host machine would be the standard computer found in laboratories, libraries, or public computing facilities, and would contain software needed for a given task. A student writing a paper, for example, would use a computer with a word-processing program.



Northridge's Neil G. Scott holds an infrared unit above a portable computer equipped with voice-recognition capability.

The second computer would probably be a portable machine equipped with whatever devices needed to assist the disabled user. A student who is extensively paralyzed, for example, would have voice-recognition technology on the portable.

The Universal Access System would link the two computers. Because infrared beams would relay information between the two machines, there would be no wires to connect. Special software would make the system operate.

Using voice-recognition technology in the portable, a disabled student could create a paper on the host computer. Since the host would contain only the word-processing software, any student—disabled or not—could use it once the paralyzed student was finished.

"A blind student who has voice-synthesis technology on his portable could use the same host computer," says Mr. Scott. In that instance, the portable would read

aloud the material as it appeared on the host machine's screen.

If such a system came into widespread use, Mr. Scott says, disabled people could carry portable computers with them everywhere, using customized technology to operate automatic teller machines, elevators, and even appliances.

Expected to Cost Under \$200

Genovation Inc., a computer-equipment manufacturing company in Irvine, Cal., is making a prototype of the system and negotiating with manufacturers to build the system into future computers. Mr. Scott estimates that adding such a system to two existing computers—the infrared sensing devices plug into openings on most machines—would cost under \$200.

"This is going to give disabled individuals a strong measure of independence, and allow colleges and universities to make much better use of their limited resources," he says.

More Lawsuits Likely on Access Claims by the Handicapped

Continued From Preceding Page
between providing accommodation compared with more-traditional support, such as readers and note takers," says Mr. Hillon-Chaffin.

That is partly because administrators and faculty members are not aware that the technology exists, or they believe it is too expensive, he says.

Ms. Horn agrees. "It's hard to get administrators to move into the computer age on a campus level because it's so expensive," she says. "You start talking about making it accessible for the disabled and they freak and run."

In fact, many common devices are inexpensive. "You can get a voice synthesizer for \$500 today," she says. Some technical experts say rudimentary voice-synthesizer systems can be had for much less. Other inexpensive adaptive aids include extra-large keyboards, computer software that makes words on a screen appear very large, and small, customized computer programs that can reduce to a single keystroke a task that normally requires many.

"The institutions are not entirely at fault," says Ms. Horn. "People haven't been asking for these things." In some cases handicapped people themselves are not aware that such devices exist, and

in others they just do not want to rock the boat.

Jean Mayer, president of Tufts University, says universities may believe they are suiting the needs of the handicapped, but their efforts may be impractical.

For example, he says his institution installed an elevator for the handicapped but tried to limit its use to those who need it. Restrictions would keep the elevator available for handicapped students, and reduce the chance of breakdowns, staff members reasoned. But the restrictions have made using the elevator difficult.

"I just found out last week that you have to do quite a bit of entirely unnecessary wandering about to get the key to the elevator," he says, adding, "I'm doing something about it."

Questions About Costs

Many administrators, meanwhile, are trying to determine if they are in compliance with the new law, and how much money will be needed if they are not.

"I haven't got the foggiest idea where the money would come from," says John W. Goebel, vice-chancellor of business and finance at the University of Nebraska at Lincoln. While he feels his institution is largely in compliance with the old law, it is possible that cer-

tain interpretations of the new law would mean the institution must make some modifications.

Complaints About Vagueness

Many on the campuses complain that the law is vague and that it is unclear what they must do.

Mr. Goebel says his institution hopes for some definitions of certain phrases in the regulations. "But we don't want to lose sight of the most important point, which is that we want to make sure that people who have a disability are given the treatment that is warranted."

Mr. Mayer says Tufts will be able to make any accommodations that are needed. "It's not a major, major cost; it just adds to the very many costs we already must wrestle with," he says.

Ms. Nelson of Purdue says that a lack of money for adapting technology to the needs of the handicapped has been a problem in the past, but she says that senior administrators at the university support new efforts to make the campus more accessible for the disabled. The new law, she says, "has provided a nice kind of nudge."

But she adds: "We're not just doing this for legal reasons. We feel this is what we need to do to educate a broad spectrum of students, and we're working on making this work within our budget."

Information Technology

The Learning Society: On Ellis Island

By Bernard R. Gillford, Ph.D.
Vice President, Education
Apple Computer, Inc.



Last summer I was asked to speak at a meeting of the American Psychological Association on the impact of psychological testing. That's a topic that stirs a lot of emotion in me. I really wanted to connect with the audience, and I wondered how. Then it hit me: I'd invite them on an imaginary tour of Ellis Island—the monument to the American immigrant experience that stands in New York Harbor.

It worked. Together, we imagined what it was like to spill off the ferry and into the building's sprawling lobby. Together, we pictured the lines of people that, in the early decades of this century, wound slowly up the broad staircase into the Registry Room.

Standing in that immense room, it's not difficult to envision weary travelers inching their way toward the desks at its far end, where clerks would write their names and destinations in thick ledgers. What is harder to call up is the trepidation these immigrants must have felt as officials moved through the line. Imagine these officials were easy to spot—brisk men with tin badges on their chests and layers of chalk dust on their hands and cuffs. They would give each newcomer a once-over, ask a few questions, and use their chalk to mark a man here, a child there, with one of the dozen or more symbols that constituted the island's glossary for human variability: "E" for poor eyesight; "Pg" for pregnant; "X" for possible mental problems; a circled "X" for someone exhibiting definite signs of mental disease.

As the tour continued, we followed the crowds from the Registry Room into a labyrinth of smaller enclosures where those suspected of defects were tested further. In one, we read the account of Pauline Nekloft, a Jewish immigrant from Poland who arrived in 1917.

They asked us questions: "How much is two and one? How much is two and two?" But the next young girl also from our city went and they asked her, "How do you wash stairs, from the top or from the bottom?" She says, "I don't go to America to wash stairs."

Our tour transported us to a critical moment in the history of this nation's testing enterprise. For me, it was not a sentimental journey. My forebears were not tested at Ellis Island; they were examined on the auction block. But for most of our history, whether the measurement of human potential has been within the sphere of doctors or merchants, selection has been its goal.

Certainly, this point has been made often over the years. But it bears repeating, because today's policymakers in education, industry, and government are relying increasingly on standardized tests to make admission, placement, hiring, and promotion decisions.

Our nation's emphasis on standardized testing rests on a premise that's so basic, it often escapes notice: that people are different from one another in ways that are both meaningful and measurable. But somehow, without sufficient deliberation, we have taken a great collective leap from that commonplace belief to the conviction that there are precise, measurable gradations of ability (and stability) that can be used to send children to the right classrooms, adults to the right job slots, and patients to the right psychological interventions.

In *More Like Us*, James Fallows writes that this notion came partly "from the universal human impulse to put people into hierarchies and to prove that whatever hierarchy exists is fair." Like numerous observers of American assessment practices, Fallows also points to America's "nativist" reaction to the overwhelming flow of immigrants at the turn of the century.

Most of the selection methods used on immigrants in the early decades of the century are long gone. Testing has survived for a very good reason: Decision-makers need a sound, fair, and reasonably efficient mechanism to help them make difficult decisions about the allocation of opportunity among individuals and institutions. In many circumstances, standardized tests serve a useful role. Certainly, people have different abilities and skill levels. Another way to say this is that life is not fair. But that does not relieve us of the burden of being as fair as we can possibly be as we measure differences and assign meaning to them.

As we consider the impact of computer technology on school-based assessment practices, we at Apple Education are constantly reminded that tests are imperfect. They sample only a small portion of what someone knows or can do at a particular time. And no single standardized test can illuminate equally well the talents of people from dramatically different ethnic, cultural, and linguistic backgrounds.

We must not forget that assessment is a humanistic as well as a scientific enterprise. In *Hidden Mind: Women and Teaching*, Madeleine Grunert, dean of the School of Education at Brooklyn College, makes this point, arguing that school personnel would proceed quite differently if the children they assessed were their own. "Other people's children are abstract," she writes. "They are reading scores, FTEs, last year's graduating class, last week's body count."

The Grunert standard makes sense: If we reviewed assessment programs with our own children in mind, we would revise these programs dramatically. We would ensure that our procedures explored fully each child's potential. And we would certainly interpret all results in the context of our own knowledge and experience of the child. We must face the challenge of humanizing assessment programs as we develop them for the next century.

Information Technology

TEACHING WITH TECHNOLOGY

- Graduate business students simulate stock-market trading
- Students study classical scores on screen while music plays
- Education textbook brought to life with multimedia material

Graduate business students at Carnegie Mellon University are experiencing the highs and lows of Wall Street with a computer program that lets them compete against each other as traders in a simulated stock market.

The program, called "Simulab," integrates theories of finance, economics, and accounting in a hands-on approach that has been popular with students, says John O'Brien, an associate professor of industrial administration, who developed the software with Sanjay Srivastava, a professor of finance and economics.

"We hope the course and lab will help to erase the difficulty of relating theory to practice," says Mr. Srivastava. "We expect that the students will gain a great deal of experience, which should allow them to go into complex financial environments."

In the first part of the course, students act as financial analysts, projecting financial statements for simulated companies. Then they assume the role of trader, competing against each other on computers linked to a central control unit.

The participants see computer screens with trading information similar to that which stock traders see. To help insure that the atmosphere is realistically tense, faculty members base students' grades largely on their trading performance and offer cash rewards based on the amount of money that students earn during the trading exercise. The average student earns about \$100.

In the last part of the course, students analyze the results of their trading exercise in light of various financial theories.

For more information, contact John O'Brien, (412) 268-7582, JOOB@ANDREW.CMU.EDU, or Sanjay Srivastava, (412) 268-3703, SSIF@ANDREW.CMU.EDU, Graduate School of Industrial Administration, Carnegie Mellon University, Pittsburgh 15213.

At Case Western Reserve University, music students use a computer program to study the scores of classical compositions.

With the program, part of the Musical Scores Project, students can listen to a Bach "Brandenburg Concerto," for example, on a CD-ROM player hooked up to the computer. At the same time, they can study the musical score on the screen. If students want to examine certain measures, they can ask the computer to play them back. If they want to compare different performances of the same measures, they can play different recordings.

"This new technology allows ways of accessing and manipulating musical scores and performances of those scores never before possible," says Richard E. Rodda, a music-instruction specialist, who designed the project.

"Students can study the similarities between Bach, Beethoven, and other composers in much greater detail, leading to new understandings of how the great symphonies produce their emotional effects on the listener," he says.

The musical scores that students see on their computer screens are pictures of printed scores. An analysis of the pieces also appears on the screens.

For more information, contact

Richard E. Rodda, Library Collection Services, Case Western Reserve University, Baker Building, Room Six, Cleveland 44106; (216) 368-5888; RRR10@PO.CWRU.EDU.

A faculty member at the University of Virginia is bringing a textbook to life with computerized multimedia presentations coordinated with each chapter. Daniel P. Hallahan, a professor

of education and co-author of the text, *Exceptional Children: An Introduction to Special Education*, developed multimedia supplements that outline key material in the chapters, using graphics and animation.

Mr. Hallahan believes a supplement can help faculty members offer better-organized lectures without spending a lot of time preparing visual material.

"It really helps to hold the students' attention because it has animation," he says. "It's a much better pedagogical aid than the overhead projector."

In a typical chapter on a particular learning disability, the computer displays a revolving globe and the word "prevalence" appears. A short description of the prevalence

of that disability follows. Colorful graphics reinforce the information. Then a cartoon figure of a woman walks across the screen and points to a chalkboard where "educational approaches" appears in handwriting. Further information follows.

The multimedia material can be displayed on a television monitor hooked up to the computer or projected on a large screen for a big class. Students can also check out the supplements to use as a study aid.

For more information, contact Daniel P. Hallahan, Curry School of Education, University of Virginia, 405 Emmet Street, Charlottesville, Va. 22903; (804) 924-7461; DPH1@VIRGINIA.EDU.

—KATHERINE S. MANGAN

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Foreign languages. "HyperFlashcards," for Apple Macintosh. Requires "HyperCard." Slacks give students studying English as a second language practice on homonyms, fragments, word-ending omissions, verb tenses, subject-verb agreement, and more; \$29.95. Contact: Chariot Software Group, 3659 India Street, San Diego 92103; (619) 298-0202.

Graphics. "Scientific and Graphical Toolkit," for Apple Macintosh. Requires "HyperCard." Lets user perform mathematical calculations and graph plotting; provides ready-made scripts for common requirements; produces simple function plots, contour plots, three-dimensional curves shown as perspective views, and functions of two variables plotted as wire frames or as surfaces; \$85; quantity discounts available. Contact: Intellimation, Department OAPD, P.O. Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Integrated data management. "ClarisWorks," for Apple Macintosh. Integrated software includes charting, communications, data-base management, graphics, spreadsheets, and word processing; lets user add or delete calculations, charts, graphs, or text in a single document at any time; \$149; site licenses available. Contact: Claris Corporation, 5201 Patrick Henry Drive, Santa Clara, Cal. 95052-8168; (800) 325-2747 or (408) 727-8227.

Literature. "The Importance of Being Earnest," for Apple Macintosh and IBM PC and compatibles. Contains the complete text of Oscar Wilde's turn-of-the-century farce in ASCII format; \$59. Contact: Shakespeare on Disk, P.O. Box 299, Clinton Corners, N.Y. 12514; (914) 266-5186.

Literature. "The Rape of the Lock" and "The Epistle to Dr. Arbuthnot," for Apple Macintosh and IBM PC and compatibles. Contains the text in ASCII format of Alexander Pope's "The Rape of the Lock," a mock epic poem, and "The Epistle to Dr. Arbuthnot," a satire; \$59. Contact: Shakespeare on Disk, P.O. Box 299, Clinton Corners, N.Y. 12514; (914) 266-5186.

Medicine. "Cardiopulmonary Resuscitation," for IBM PC and compatibles. Helps students identify the signs of cardiac arrest, learn the steps to take before beginning CPR, and identify the correct procedure for performing chest compressions; includes glossary and self-test; \$44.95; site licenses available. Contact: Substance Abuse Education Inc., 670 South Fourth Street, Edwardsville, Kan. 66113; (913) 441-1868.

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Programming. "Design for Active Learning With HyperCard 2.0," for Apple Macintosh. Helps instructors prepare their first programs using "HyperCard"; \$65; quantity discounts available. Contact: Intellimation, Department OAPD, P.O. Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

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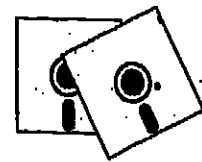
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Section 2

January 29, 1992



Opinion: Teaching creative writing B3



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The Shortcomings of Standardized Tests

By Linda Darling-Hammond and Ann Lieberman

SUPPORT for using standardized tests to reform our public schools is mounting rapidly. Such tests increasingly are used to measure students' achievement and to make decisions about the placement of students, the competence of teachers, and the quality of schools. President Bush's "America 2000" plan proposes to extend that thrust to the federal level by establishing a national test for students at different points in their schooling, from the elementary grades through high school.

A growing body of research, however, indicates serious problems with American testing, at least with how it is currently conceived. This research documents that, to date, our testing policies have failed to achieve many of their intended positive effects, while creating some clearly negative consequences for the quality of schools and equality of educational opportunity.

Although educational researchers traditionally have steered clear of making pronouncements about policy issues, a growing consensus about the strength of this research has persuaded the American Educational Research Association that these findings should be brought to the attention of local, state, and federal officials, so that the evidence can be factored into discussions about national testing.

They are not appropriate for many of the purposes they are expected to serve

Last year the AERA took a first step toward doing so: After a national forum it held in Washington to present research on testing to policy makers, the association passed a resolution urging the nation to slow down and think differently about measuring schools' success by students' scores on standardized tests.

What are the problems with American tests? In contrast to that in most other countries, testing in America is dominated by multiple-choice instruments designed to rank students cheaply and efficiently. Initially created to facilitate tracking and sorting of students, these instruments were not intended to support or enhance instruction. Because of the way in which the tests are constructed, they place test takers in a passive, reactive role, rather than a role that engages their capacities to structure tasks, produce ideas, and solve problems. The tests thus exclude many kinds of knowledge and types of performance that

we expect from students. They are inappropriate tools for many of the purposes that they are expected to serve, including tracking students, determining promotions, and allocating rewards and sanctions to students, teachers, and schools.

THESE SHORTCOMINGS of American tests have become more problematic as test scores have been used more and more to make important educational decisions. Teaching has been geared to the tests, reducing students' opportunities for higher-order learning. Classroom work keyed to answering multiple-choice questions does not heighten students' proficiency in analysis, complex problem solving, and written and oral expression. Many studies have found that because of test-oriented teaching, American students' classroom activities consist of listening, reading textbook sections, responding briefly to questions, and taking short-answer and multiple-choice quizzes. They rarely plan or initiate anything, create their own products, read or write something substantial, or engage in analytic discussions or in projects requiring research, invention, or problem solving.

The results can be seen in U.S. achievement trends. Since about 1970, scores on basic-skills tests have increased slightly while scores on assessments of higher-order

Continued on Following Page

OPINION

The Damaging Consequences of Standardized Testing

Continued From Preceding Page

der thinking have been steadily declining in virtually all subject areas. Officials of the National Assessment of Educational Progress—the source of the nation's "report card"—on student learning—as well as officials of the National Research Council and the National Councils of Teachers of English and Mathematics all have attributed this decline to schools' emphasis on tests of basic skills. The emphasis on rote learning also contributes to American students' consistently dismal rankings on international achievement tests.

As one of the NAEP reading assessments found: "Only 5 to 10 per cent of students can move beyond initial readings of a text; most seem genuinely puzzled at requests to explain or defend their points of view." This report explained that current methods of testing reading require short responses and lower-level cognitive thinking, resulting in "an emphasis on shallow and superficial opinions at the expense of reasoned and disciplined thought. . . . [Thus] it is not surprising that students fail to develop more comprehensive thinking and analytic skills."

Unfortunately, the misuse of tests often has had the most harmful effects on the students who need the most help. Many studies have found that students placed in the lowest tracks or in remedial programs are most apt to experience instruction geared only to multiple-choice tests. They work on exam-oriented tasks that are profoundly disconnected from the skills they need to learn. Rarely are such students given the opportunity to talk about what they know, to read real books, to write, to construct and solve problems in mathematics, science, or other subjects. In short, they are denied the opportunity to develop the thinking skills that most reformers claim they will need for jobs of the future, in large part because our tests are so firmly pointed at educational goals of the past.

There is another irony in the story of well-intended testing reform gone awry. Because of concerns about the quality of American higher education, policy makers in some states have begun to require that colleges and universities also be evaluated based on their students' scores on exit tests. Standardized tests professing to measure the "outcomes" of a liberal education must now be used in some public colleges to determine which students can continue their studies or graduate.

IN A FEW PLACES, including Tennessee, the home state of Secretary of Education Lamar Alexander, students' scores on such tests can be used, in part, to determine how much money colleges and universities receive from the state. Thus, the same kinds of standardized tests that have contributed to undermining students' capacities to write, think, and solve problems also are becoming the measures of colleges' success at producing expressive, thinking graduates.

Many schools, school districts, and states have recognized these problems and begun to develop different forms of student assessment. States including California, Connecticut, Maryland, New York, and Vermont, along with many school districts, are developing assessment systems similar to those that prevail in other countries around the world. These include essay examinations, scientific experiments, and exhibitions in subjects such as debate and the arts. They also include portfolios of students' work and projects that require analysis, investigation, experimentation,

cooperation, and written, oral, or graphic presentation of findings. These assessments require students to think analytically and to demonstrate their proficiencies as they would in real-life situations.

Many of these initiatives share another important characteristic of other countries' examinations: They involve teachers in developing and scoring the assessments and in supervising the development of students' work for portfolios. Thus, assessment is tied directly to instruction and to its improvement.

These initiatives will falter or flourish

"Assessment can promote reform only if we invest in more educationally useful and valid measures of student learning and insist that they be used appropriately."

depending on the directions taken by federal and state policy makers. Some proposals for a national assessment system (as opposed to a national test) would build upon these initiatives, encouraging further local and regional creativity and allowing schools, as in some countries abroad, to choose among many challenging options for assessing their students. This approach is implied in some of the recommendations developed by the National Education Goals Panel, the commission created by the National Governors Association to monitor progress toward the six goals it articulated.

However, the President's proposal for a national test, as it is currently outlined, would turn the clock backward on efforts to reform American testing and American education. As a top-down initiative based on current, primarily multiple-choice test-

ing methods, the "American Achievement Tests" would lag far behind the innovations already being pursued in many states and localities, and they could undermine those efforts.

Rather than supporting the American traditions of experimentation and local control, the proposed national tests would create a *de facto* national curriculum, and a limited one at that. By stifling further reforms aimed at creating curricula that emphasize thinking skills, and by failing to involve teachers or principals in a more sophisticated local assessment process,

the national tests would foreclose the pervasive educational change that we need.

Equally dangerous is the suggestion in the President's proposal that some federal funds be allocated based on schools' scores on the new national test. Far from stimulating improvement of schools, this simplistic use of test results would create perverse incentives for schools to exclude students who they fear may lower their average scores—children who are handicapped or who speak little English and those with special learning needs or fewer prior educational advantages.

SUCH A "REWARD" SYSTEM would confuse the quality of education offered by schools with the needs of the students they enroll. It would work against equity and a fair system for allowing parents to choose their children's

MÉLANGE

The Fragility of Universities; Inertia and Myopia at U.S. Corporations; the Questions Raised by Pain

IN SPITE OF OUR VISIBILITY, in spite of our great size and power, universities are also alarmingly fragile. We hang on a gossamer thread of confidence and good will—often the only link among our scattered constituencies. A single adolescent prank, a thoughtless remark in the heat of faculty debate, can upset our delicate equilibrium for months on end.

We are sensitive and vulnerable precisely because, in spite of all our economic and technological clout, we are not a business. We do not make widgets.

—Hunter R. Rawlings, III, president of the University of Iowa, in commencement address this month at Pennsylvania State University

IT IS CLEAR that money can be saved if people are managed better. Study after study shows that reforms that humanize the work environment, respect employees, or give them more latitude turn out to be very profitable. Yet most companies fail to institute these reforms. Inertia, myopia, fear of the unknown, and a climate of conservatism pervade many U.S. corporations.

Many economists do not agree that there are profitable workplace reforms that companies do not introduce, and

believe that management is all-knowing or that competition will always force companies to do what is most profitable. But considerable evidence contradicts this view. Historically, the working day has been "too long" in the sense that fatigue impaired effectiveness. Each time the workday was reduced—first to ten hours and then to eight—productivity rose.

Even so, business will no doubt claim that America cannot afford less working time—an objection that has been raised to every proposal to reduce hours throughout our history. This objection has been overcome before, and will be again.

—Juliet B. Schor, professor of economics at Harvard University, in *The Overworked American: The Unexpected Decline of Leisure*, published by BasicBooks

"LEARN TO THINK WITH PAIN": these words appear in Maurice Blanchot's book of meditations on the Holocaust entitled *The Writing of the Disaster*. . . . They suggest that successful treatment for chronic pain will require a medicine that seeks to work within—not against or in disregard of—each patient's individual system of belief. Sometimes, when the belief system

schools because it would discourage schools from opening their doors to the students who most need them.

This scheme would also further disorient talented professionals from working in challenging schools, where performance standards would be more difficult to attain. For disadvantaged students, who already are disproportionately assigned underqualified teachers, withholding funds for schools based on low test scores promises only to place them in double jeopardy.

In the long run, assessment can promote reform only if we invest in more useful and valid measures of student learning and insist that they be used appropriately. Robbing to create a national test in the image of our current tests will only slow our progress toward better-grounded and more challenging approaches to teaching and learning. Creating authentic assessments of students' actual performance is a strategy with much greater potential benefit.

As the nation seeks strategies to improve education, the many voices of educational researchers must be heard. In search evidence about teaching, learning, how to institute new programs and curricula, the process of change, and school culture and organization must inform the discussion of educational reform. Policy should be shaped by the best information available, and researchers must strive to insure that policy makers know what that information is.

Linda Darling-Hammond and Ann Lieberman are professors of education at Teachers College at Columbia University and co-directors of the National Center for Restructuring Education, Schools, and Teaching. Ms. Lieberman is president of the American Educational Research Association, and Ms. Darling-Hammond is a former member of the association's Executive Council.

OPINION



JOHN M. HALL FOR THE CHRONICLE

Getting Students to Think Like Writers

By Anne Bernays

THE PEOPLE at the pricey prep school who, in 1975, asked me to teach writing when their regular writing teacher got sick were obviously desperate. My only credentials then were five published novels; I hadn't set foot in a classroom—other than my children's—for 20 years. My employers must have thought something like: "Well, she can write, can't she? Hey—she can teach the stuff."

Charming. The so-called "arts" (and I suppose that includes photography, mime, and print making) are the only disciplines in which it's assumed that if you can do it, you can teach it—whether or not you have academic degrees or proven classroom panache. Frankly, I find this vaguely insulting, as it implies that producing serious work in the arts is a sort of *ad hoc* affair, so it doesn't really matter who "teaches" it.

Some of the best writers can't teach. One novelist praises everything. Another attacks the "immaturity" of the student rather than addressing the student's work. Students complain that criticism they get from those writers is too vague to be useful, too negative, or too patronizing. Asked to write a story, they are given almost no guidance as to how to proceed, where to begin, and what to leave out. But you can't dance on your toes until you've learned how to move on your feet.

Writing-students' complaints usually reflect either the writer/teacher's unwillingness to part with secrets of the craft or else an inability to articulate knowledge buried too deep to be transmitted in an organized, coherent way. Most writers who can't teach are like the centipede who, when asked which foot it moved first, thought

about it a moment or two, couldn't figure it out, and became paralyzed.

I stumbled through my first semester of "teaching" with no more idea of how to sort out and order what I knew about my craft than the centipede could understand about the physics of his motion. It turned out that one of my handful of students, a senior named Emily, had the gift. Restless in class, she asked for—and received—my permission to do independent work, writing stories that she would then hand in to me to criticize. The next thing I knew the dean of students cornered me and, flushed with anger, demanded, "Who gave you permission to let Emily do independent work?" I told him that I hadn't realized I needed permission. I should have said, "You hire someone with zip experience to teach gifted people like Emily—what do you expect?" Emily was forced to come back and endure the class.

IT TOOK ME more than a decade of trial and error to sort out and define for myself and then teach the skills needed to write decent fiction. Even though I was a published novelist, I had written more or less unconsciously, making a lot of mistakes along the way, the material and the words emerging in a headlong rush. I had never isolated such particulars as dialogue, exposition, motivation, description, and so on. I just wrote the stories inside my head, as if I were telling them to someone whose attention I desperately needed to hold on to. I was like Molière's parvenu in *Le Bourgeois Gentilhomme* who cried, "Good Heavens! For more than 40 years I have been speaking prose without knowing it." For more than 10 years I had been writing fiction, messing around with char-

acterization and point of view, employing indirect discourse and sub-text, and I hadn't even known it.

I'M SURPRISED that I wasn't fired by one or more of the several institutions of learning that signed me on for a year or for one semester. I think that what stopped them was their belief that teaching fiction was an arcane occupation derived from the gut and delivered in a darkened room—something like a seance. One of my bosses, the headmaster of another prep school, referred to my course in a memo to his faculty as "poisoned candy." A man with four unpublished novels under his belt, this guy was obviously ambivalent about me and my course, but did he have to suggest that learning how to write is like learning sin from the devil? Actually I don't know which ticked me off more—the poisoned or the candy.

One day, during the time I was working on my seventh novel, I experienced a long-overdue revelation: To be a good writer of fiction you not only had to write like a writer; you also had to think like one. Good writing marries two elements: The bride is the craft of finding the right words, the groom is the mind that delivers sensibility and meaning.

A student inadvertently triggered this revelation. She was a divorced woman in her early 50's whose two grown children lived far away. The work she had turned in was flat, uninteresting, predictable—oatmeal and applesauce. For a reason I no longer remember, one day during class she announced that on the previous day, her birthday, neither of her children had sent her a card or called her. I said, "Didn't you

Continued on Following Page

NATIONAL UNIVERSITY OF SINGAPORE

School of Building and Estate Management

Applications are invited for teaching appointments in the School of Building and Estate Management in the following areas:

- Real Estate Investment (Portfolio and Risk Management)
- Real Estate Development and Joint Ventures
- Real Estate Finance
- Real Estate Marketing
- Comparative Urban Land Studies
- Facilities Management
- Building Surveying
- Building Services

Candidates should have at least a Master's degree, five years' relevant working experience and some teaching experience in preferably two of the areas listed above.

Besides the undergraduate programmes in Building and Estate Management, the School also conducts MSc programmes in Real Estate, Project Management, Property Maintenance and Management and Building Science by coursework. Appointees will be involved in undergraduate and/or postgraduate teaching. They will also be required to undertake research for which facilities and adequate funds are available.

Gross annual emoluments range as follows:

Lecturer	\$550,390-64,200
Senior Lecturer	\$558,680-100,310
Associate Professor	\$588,650-122,870
Professor	\$1,084,870-146,970

(US\$1.00 = S\$1.61 approximately)

The commencing salary will depend on the candidate's qualifications, experience and the level of appointment offered.

Leave and medical benefits will be provided. Depending on the type of contract offered, other benefits may include: provident fund benefits or an end-of-contract gratuity, a gratuity in lieu of S\$1,000 to S\$2,000, subsidised housing at nominal rental ranging from S\$100 to S\$216 p.m., education allowance for up to three children subject to a maximum of S\$16,425 per annum per child, passage assistance and baggage allowance for the transportation of personal effects to Singapore. Staff members may undertake contractual work, subject to the approval of the University, and retain consultation fees up to a maximum of 60% of their gross annual emoluments in a calendar year.

The School of Building and Estate Management is a department in the Faculty of Architecture and Building. There are eight faculties in the National University of Singapore with a current student enrolment of some 15,000. All departments are well-equipped with a wide range of facilities for teaching and research.

All academic staff have access to the following computer and telecommunication resources: an individual microcomputer (an IBM AT-compatible or Apple Macintosh), an IBM mainframe computer with 16 MIPs of computing power, an NEC SX supercomputer with 650 MFLOPS of computing power, departmental laser printers, a wide spectrum of mainframe and microcomputer software: voice-mail. A campus-wide network, which is based on the high speed optical fibre based FDDI technology, links up all the academic staff and student microcomputers. UNIX workstations and provides access to the mainframe computer, the supercomputer, UNIX hosts, the on-line library catalogue, Internet and BITNET.

Application forms and further information on terms and conditions of service may be obtained from:

The Director Personnel Department National University of Singapore 10 Kent Ridge Crescent Singapore 0511	The Director North America Office National University of Singapore 25 East 59th Street New York, NY 10022, U.S.A. Tel: (212) 751-0331
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Enquiries may also be sent through BITNET to PERVL@NUS090, or through Telex: (65) 7783948.

SALT LAKE COMMUNITY COLLEGE

Architectural Technology Faculty

(2 Full-Time Positions)

Must have experience in computerized architectural drafting. Must be a licensed architect and have 6 years of full-time, paid experience, either teaching or non-teaching, in the architectural field. Positions to begin March 30 and September, 1992. Salary range: \$20,107 to \$25,134 for 9-month appointment plus good benefits. See Position Announcement for all requirements. Closing date for consideration: February 14, 1992. Submit SLCC employment application, cover letter, resume, transcripts, and 3 current letters of recommendation to:

SALT LAKE COMMUNITY COLLEGE
Personnel Services Office
4600 South Redwood Road
P.O. Box 30808
Salt Lake City, Utah 84130
801-567-4210

An Equal Opportunity, Affirmative Action Employer

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THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

The Hong Kong University of Science and Technology was established in April 1988 and is funded by the Hong Kong Government. Its mission is to extend educational opportunity, to contribute to the territory's economic and social well-being, and to promote research, development, and entrepreneurship in the Asia-Pacific region.

The University invites applications for the following posts:

RESEARCH CENTRE

Principal Research Scientists/Engineers (Energy; Environment; Infrastructure; Information Systems/Microelectronics)

(Post titles subject to Council's approval)

Appointees will be responsible to the Director of Research Centre for the development, implementation and maintenance of research programmes in the areas of energy, environment, infrastructure or information systems/micro-electronics. Duties include the sourcing and management of research funds for the programmes.

Qualifications: Applicants should possess a doctorate in engineering or science in the respective subject areas, with substantial experience in conducting industrial and university research, as well as in the management of research programmes and procurement of contract research from industry.

Salary: Salary will be commensurate with qualifications and experience and may be within the professional range, the minimum of which is US\$87,800 per annum (US\$1 = HK\$7.8).

Conditions of service: Generous fringe benefits including medical and dental benefits, annual leave, and children's education allowance are provided. Housing benefit and passages are also provided where applicable. Initial appointments will be on a three-year contract which is renewable subject to mutual agreement; a gratuity of an amount equal to 25% of the total basic salary drawn will be payable upon successful completion of contract. It is the intention of the University to introduce a superannuation scheme and arrangements will be made for eligible staff to join the scheme as appropriate.

Application procedure: Applications/nominations together with a curriculum vitae and the names of three referees should reach the Personnel Office, HKUST, Clear Water Bay, Kowloon, Hong Kong by 28 February 1992; but the search will continue until suitable appointments are made.

HOFSTRA UNIVERSITY

SCHOOL OF EDUCATION

Anticipated Faculty Tenure Track Positions for 1992-1993. The Department of Curriculum and Teaching seeks full time faculty members for the following positions:

Secondary Education—Business Education Teacher
Education with capacity to work in general Secondary Education.

Secondary Education—Teacher Education/Secondary Education General Curriculum

Elementary Education—Social Studies Teacher Educator
Qualifications: Earned doctorate related to the position and appropriate experience, interest in school-based collaborative and field work. Evidence of current and future scholarly activity. Experience in teacher education preferred.

Applications from members of traditionally underrepresented groups are encouraged.

The Department of Curriculum and Teaching is committed to preparing reflective scholar-practitioners to teach students from diverse populations. The faculty is dedicated to collaborative interaction and democratic processes.

Send letter of interest, current curriculum vitae and names and telephone numbers of three references, by FEBRUARY 18, 1992 to:

Dr. Selma Greenberg, Chairperson
Dept. of Curriculum & Teaching
243 Gallatin Hall
School of Education
Hofstra University
Hempstead, NY 11560

Hofstra University is an Equal Opportunity, Affirmative Action Employer.

Architectural Technology Faculty
Architectural Technology Faculty, Salt Lake Community College, 4600 South Redwood Road, P.O. Box 30808, Salt Lake City, Utah 84130. 801-567-4210. An Equal Opportunity, Affirmative Action Employer.

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GRIFFITH UNIVERSITY

BRISBANE GOLD COAST

Division of Education (Mt Gravatt Campus)

CHAIR-POST-COMPULSORY EDUCATION AND TRAINING (Confirmed Appointment)

The appointee will have a demonstrated capacity to provide leadership in an area of post-compulsory education and training-vocational education, skill formation, human resource development or adult education. The appointee will have a strong reputation as a teacher and a researcher in at least one of these areas, and be able to conceptualize post-compulsory education effectively across its various institutional settings.

The appointee is also required to have a demonstrated ability to forge positive and proactive relationships with industry government and other relevant community and professional organisations. This will include the ability to provide leadership in relation to government policies and concerns with respect to post-compulsory education. Further, they will be expected to provide scholarly leadership to enhance the Division's research profile in post-compulsory education.

It is expected that the appointee's distinguished record in tertiary education and/or industry will also include a deep understanding of the educational-vocational interface, along with relevant management and administrative experience.

The Professorial salary is A\$73,800 per annum (A\$73,800 from 1 July 1992).

Intending applicants should seek further information from Dr. Carroll on telephone +61 7 875 5914, or confidential facsimile +61 7 875 5618. Applications should be submitted to the Administrative Officer (Staffing), Division of Education by 1 March 1992.

Griffith University
Queensland Australia 4111
AN EQUAL OPPORTUNITY EMPLOYER

THE INSTITUTE OF PUBLIC ADMINISTRATION SAUDI ARABIA

The IPA, a government-sponsored institution for administrative development, is based in Riyadh and has branches in Jeddah and Dammam. All locations offer substantial English language programs with a variety of elective and semi-intensive courses in General English and English for Specific Purposes. A Women's Branch is also located in Riyadh. While not open for men and women begin yearly in September, applications are accepted throughout the year.

MINIMUM QUALIFICATIONS: A first degree in English with 3 years TEFL experience, or an MA in TEFL/Applied Linguistics, with appropriate teaching experience preferred. Experience in teaching ESP, curriculum development, and programming for computer-assisted language learning would be welcome.

CONTRACT: One year, renewable, with an excellent monthly salary commensurate with experience. Salaries start at 6,620 Saudi Riyals (\$1,563 US dollars) monthly plus allowances. Up to 9 increments per year. Housing (1400) monthly are added for each credited year of EPES experience.

BENEFITS: Include an annual increment, annual round-trip tickets for instructor and family, rent-free accommodation, 45 days' paid vacation, local holidays, education benefits, free medical care and an end-of-contract gratuity.

Applicants should send a covering letter, a curriculum vitae and photocopies of degrees, diplomas, certificates of experience, letters of reference or testimonials and other supporting documents to:

The Director, English Language Center
Riyadh 11141, SAUDI ARABIA
Telephone: (1) 760-7607 FAX: (1) 760-7607

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Central Connecticut State University

New Britain, Connecticut 06050

School of Business

The School of Business is seeking applicants for Fall 1992 for multiple positions within the School:

Accounting—2 Positions (1 anticipated), Tenure track, Assistant/Full Professor.

To teach undergraduate accounting courses. Advancement of students, engagement in research and scholarly activities, and participation in departmental, school, and university activities.

Employment in Accounting or appropriate discipline, or ABD with significant progress toward completion required. Teaching/business experience, evidence of teaching effectiveness and research interests preferred.

Management Information Systems—3 Positions, Tenure track, Assistant/Full Professor.

To teach undergraduate and graduate management information systems courses. Advancement of students, engagement in research and scholarly activities, and participation in departmental, school, and university activities.

Employment in Management Information Systems or appropriate discipline, or ABD with significant progress toward completion required. Teaching/business experience, evidence of teaching effectiveness and research interests preferred.

Marketing—Tenure track, Assistant/Full Professor.

To teach undergraduate and graduate marketing courses with emphasis on international marketing, promotion or entrepreneurship. Advancement of students, engagement in research and scholarly activities, and participation in departmental, school, and university activities.

Employment in Marketing or appropriate discipline, or ABD with significant progress toward completion required. Teaching/business experience, evidence of teaching effectiveness and research interests preferred.

Review of candidates will begin on February 12, 1992. All positions are offered pending availability of funding.

Send letter of application with resume and names, addresses, and telephone numbers of three references to:

Walker Parker, Assistant to the Dean
School of Business
Central Connecticut State University
New Britain, Connecticut 06050

Central Connecticut State University is an AA/EEO employer. Women, minorities, the handicapped, and veterans are encouraged to apply.

THE ATLANTA COLLEGE OF ART

Chair, Communication Design Department

We are looking for a senior-level person with a distinguished professional record to serve as Chair and member of the faculty of the Communication Design Department at the Atlanta College of Art. Candidates should be capable of increasing the national reputation of our school and undergraduate design program. Areas of concentration within the department include advertising, graphic design, and illustration. Computer knowledge desirable. Rank negotiable. Salary & benefits competitive. EOE. Starting Date July 15, 1992. Application deadline March 6. Send letter and names and phone number of three references in Search Committee communication Design, The Atlanta College of Art, 1280 Peachtree St., NE, Atlanta, Georgia 30309.

Automotive Technology Instructor
McHenry County College, a comprehensive community college located in northern Illinois, is seeking experienced and motivated individuals to fill the position of Automotive Technology Instructor. Position will include teaching and supervising students in the automotive technology program. Responsibilities include: instructing students in the automotive technology program, supervising students in the automotive technology program, and supervising students in the automotive technology program. Salary range: \$15,000 to \$20,000. Submit application to: Dr. John J. McHenry, McHenry County College, 1280 Peachtree St., NE, Atlanta, Georgia 30309. Tel: (404) 525-2256. Fax: (404) 525-2257. E-mail: jmcHenry@mcHenry.edu. Closing date: February 1, 1992.

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Automotive Technology Instructor
McHenry County College, a comprehensive community college located in northern Illinois, is seeking experienced and motivated individuals to fill the position of Automotive Technology Instructor. Position will include teaching and supervising students in the automotive technology program. Responsibilities include: instructing students in the automotive technology program, supervising students in the automotive technology program, and supervising students in the automotive technology program. Salary range: \$15,000 to \$20,000. Submit application to: Dr. John J. McHenry, McHenry County College, 1280 Peachtree St., NE, Atlanta, Georgia 30309. Tel: (404) 525-2256. Fax: (404) 525-2257. E-mail: jmcHenry@mcHenry.edu. Closing date: February 1, 1992.

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

SCHOOL OF EDUCATION (Faculty Positions)

The University of Tennessee at Chattanooga, an emerging metropolitan public university with an exciting future, invites applications for the following positions listed below. Located in attractive Southern Tennessee, the city of Chattanooga with a metropolitan population of over 450,000, the campus has an enrollment approaching 8000 students. Although primarily an undergraduate campus, there are 15 master's degrees with 37 program concentrations offered.

The School of Education holds NCATE accreditation, and has established an excellent reputation for preparing superior teachers and administrators. An outstanding cadre of faculty numbering more than fifty support five academic departments. The School seeks qualified professionals with

City. (202) 466-1030

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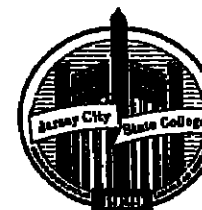
Communications: Temple University, Pennsylvania; Ph.D., 1962. Mass. Comm. professor began fall 1962. Mass. Comm. professor has expertise in one or more of the following areas: audio-visual aids, audio-visual techniques, media studies, broadcast journalism, mass communication theory, public relations, Ph.D. or (A.B.) required. Professional experience must include at least two graduate and graduate courses. Send letter indicating interest and qualifications to: Department Chair, Personnel Committee, Department of Radio, T.V. Film, Temple University, Philadelphia, Pa. 19122. Closing Date: Deadline February 1, 1972 or until position is filled. EDOWAA Employer.

Communications: Illinois College is a private liberal arts college located in western Illinois which seeks applicants for a tenure-track position as an assistant professor of communications courses, including organizational communication, public relations, American public address, and interpersonal communication. The successful candidate will also have had previous teaching experience and have NDT degree experience. The applicant may indicate the position of Department Head if desired. Send resume and curriculum vitae, Ph.D. and undergraduate transcripts, references, Rank and salary dependent upon qualifications. Send application, curriculum vitae, transcript, and three letters of reference to: Dr. J. W. Raymond, Dept. Chairman, Communications, Illinois College, College, Jacksonville, Illinois 62650.

Computer/Information Science: Director

experience in the United States. Experience in the last five years of support for inclusion in government programs, financial information systems, or financial support systems. Candidates must have five years of managerial experience. The position which the candidate must have had on computing or MIS last year. The position which the candidate must have had on application, resume, and names of three professional references. Mr. Frances Cook, Director of the National Planning Office, 500 N.W. 20th Street, Miami, FL 33136.

Computer Science: Arkansas State University, Fayetteville Position: The Department of Computer Science seeks qualified individuals to accept review applications for a tenure-track position at the rank of Assistant Professor. The Department offers the B.S. and M.S. degrees in Computer Science. Graduate courses in computer science are required. Duties include teaching and research. Send resume and references to: Dr. Robert L. Smith, Director, Department of Computer Science, Arkansas State University, Box 8070, State University, Arkansas 72667. ASU is an Equal Opportunity Employer.



**The most extensive listing anywhere of jobs available in
higher education —
every week in The Chronicle**

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The University of Charleston

Director of the Robert C. Byrd Institute for Government Studies

Responsibilities:

Develop and direct local government center that offers academic programs in political science and public administration as well as legislative orientation and research projects for the state legislature and the state government. Will be involved in fund raising, program development and public relations. The appointment also involves part-time teaching.

Qualifications:

Ph.D. in political science or public administration. Experience with local government highly preferred. Record of scholarship and administrative and teaching experience necessary. Initiative to develop this center is essential.

Conditions:

Rank and salary dependent on qualifications. Position to start on July 1, 1992. Submit a letter of application, resume, and the names, addresses, and telephone numbers of three references by March 2, 1992 to:

Robert L. Frey
Vice President for Academic Life
The University of Charleston
2300 MacCorkle Avenue, S.E.
Charleston, WV 25304

The University of Charleston is an equal opportunity employer.

Director of Development

Fitchburg State seeks a director of development to plan and direct the College's annual fund-raising programs for alumni, parents, staff, corporations, and foundations.

This is an ideal opportunity for an experienced development professional. The college has had a consistent public relations and fund-raising effort over the past decade and is set to make significant gains in the next.

The successful candidate will have a proven track record in college development. He or she will report to the vice president for advancement. Salary is competitive and commensurate with experience. Send letters of application along with resumes to: Mary Scott, Director of Personnel, Fitchburg State College, Fitchburg, MA 01420.



Fitchburg State College

"The Uncommon Public College"

An Equal Opportunity, Affirmative Action Employer

Mechanical Engineering University of Washington. Applications are invited for two possible regular faculty positions to start in the fall of 1992. The positions will be at the rank of assistant professor, but might be at a higher rank depending on the qualifications of the applicant. The anticipated positions are in the Department of Mechanical Engineering, with a focus on the design and analysis of mechanical systems. The successful candidate will be expected to teach and conduct research in the area of mechanical engineering. The position is an equal opportunity position. Send resume and references to: Dr. William L. Anderson, Department of Mechanical Engineering, University of Washington, Box 355080, Seattle, WA 98195-5080.

Medical Research The position salary is not commensurate with experience. The position involves research in the area of medical research. The successful candidate will be expected to teach and conduct research in the area of medical research. The position is an equal opportunity position. Send resume and references to: Dr. William L. Anderson, Department of Mechanical Engineering, University of Washington, Box 355080, Seattle, WA 98195-5080.

Media and Educational Technology Chairperson. The University of Alabama. Applications are invited for a position in the area of media and educational technology. The successful candidate will be expected to teach and conduct research in the area of media and educational technology. The position is an equal opportunity position. Send resume and references to: Dr. William L. Anderson, Department of Mechanical Engineering, University of Washington, Box 355080, Seattle, WA 98195-5080.

Pittsburg State University DIRECTOR, STUDENT CENTER

The Division of Student Affairs invites applications for the position of Student Center Director. The Director reports to the Associate Vice President for Student Affairs and will provide administrative leadership to a Student Center operation which provides a focal point for campus cultural and educational programs and services. The position includes the University food service, the center building, building maintenance, ongoing renovation projects, building programming, and the University ticket office. The Director will directly supervise two Assistant Directors.

QUALIFICATIONS: Bachelor's degree required, Master's degree preferred. Minimum of four years' experience with increasing responsibilities and supervisory experience in Student Center related operation. Ability to provide leadership in developing the Student Center as a focal point for University programs and services. Must have experience with related computer operations. Must have excellent verbal and written communication skills.

Salary for this twelve-month, non-tenure earning position will be commensurate with qualifications and experience, salary range \$27,000-\$37,000. Position to be filled by July 1, 1992. Women and minorities are encouraged to apply. For first consideration, applications are due February 15, 1992. Selection will continue until the position is filled. Applications should include a letter of application, resume, and names, addresses, and telephone numbers of three references to:

Dr. Kurt Czupryn
Student Center Director Search Committee
Student Affairs Office
Pittsburg State University
Pittsburg, KS 66762



Pittsburg State University is an affirmative action, equal opportunity employer.

ADMINISTRATOR

Cooperative Educational Services Agency Chippewa Falls, Wisconsin

Applications are being accepted for Administrator of Cooperative Educational Services Agency (CESA) #10, located in Chippewa Falls, Wisconsin. The administrator directs the implementation of cooperative services for school districts and serves as the liaison with the Wisconsin Department of Public Instruction. Responsibilities include budgeting and fiscal management, staffing for CESA office and school district services, program management, policy development, and coordination of operational procedures and other responsibilities as directed by the CESA Board of Control. The position requires a comprehensive knowledge of Wisconsin school district administration, school business management practices, school district short- and long-range educational planning, supervision and communication. Candidates must be eligible for or hold a Wisconsin District Administrator (D4 or D5) certification and have had three years of local school district administrative experience. Experience as a principal, business manager, or an equivalent of these positions will be considered qualifying experience. Salary and benefits will be determined by the local CESA Board of Control. Contact: Lee W. Hill, (608) 266-2189, Bureau for Personnel Services, Department of Public Instruction, P. O. Box 111, Madison, WI 53707-0111, for special application materials. Deadline for receipt of completed application materials is March 2, 1992.

Chief academic and administrative officer of all of the School of Medicine and health sciences. The Director will be responsible for instructional, research, service and student affairs programs. The Director will also be responsible for the management of the School of Medicine and health sciences. The position is an equal opportunity position. Send resume and references to: Dr. William L. Anderson, Department of Mechanical Engineering, University of Washington, Box 355080, Seattle, WA 98195-5080.

Museum Administration/History Director. The Director will be responsible for the management of the Museum of the University of Alabama. The position is an equal opportunity position. Send resume and references to: Dr. William L. Anderson, Department of Mechanical Engineering, University of Washington, Box 355080, Seattle, WA 98195-5080.

Museum Administration/History Director. The Director will be responsible for the management of the Museum of the University of Alabama. The position is an equal opportunity position. Send resume and references to: Dr. William L. Anderson, Department of Mechanical Engineering, University of Washington, Box 355080, Seattle, WA 98195-5080.

DIRECTOR OF TEACHER EDUCATION Academic Coordinator Series

The UCR School of Education is seeking to recruit a Director of Teacher Education within the Academic Coordinator Series. Teacher service with the additional title of Lecturer in Education is also desired.

We are particularly interested in applicants who have a strong interest in creative approaches to teacher education and who have experience in directing college or university teacher education programs. Public school experience and a demonstrated record of successful work with teachers and administrators in local schools is essential. An Ed.D. or Ph.D. degree in a field related to teacher education is preferred.

The University of California, Riverside prepares approximately 200 candidates yearly for service in California's public schools, middle schools, and high schools. In addition to offering student teaching and intern teaching opportunities for the multiple-subject and single-subject teaching credentials, the School offers programs of specialized preparation in bilingual education and special education. Through the work of its Comprehensive Teacher Education Institute, the School operates a professional development school approach to secondary teacher preparation in cooperation with the faculty and administration of a local high school.

The position covers the fiscal year July 1 through June 30, with salary within the academic coordinator series dependent upon experience and qualifications. Starting date for the position is negotiable, with either a July 1 or September 1, 1992 starting date preferred.

APPLICATION PROCESS

Candidates wishing to be considered for the Director of Teacher Education position are invited to send a letter expressing interest accompanied by a current vitae. In addition, the candidate should submit at least three letters of reference. Letters of reference should be submitted directly by the candidate but not be considered. All materials are to be sent to:

Professor Dan Donlan, Associate Dean
School of Education
University of California, Riverside
Riverside, CA 92521-0128
(714) 787-5228/(714) 787-3942 (FAX)

Persons seeking additional information regarding this position or who would like to make nominations regarding this position, should address their inquiries to Associate Dean Donlan.

Application Deadline: April 17, 1992

The University of California, Riverside, is an equal opportunity, affirmative action employer and seeks applicants from minority candidates and women, as well as from other qualified persons.

EXECUTIVE DIRECTOR ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

An unusually fine opportunity to serve as chief executive officer for the more than 150,000 members of ASCD as they influence education in the decade and beyond.

Since 1943, this international association of educational professionals has provided and supported leadership in supervision and instruction through quality services and products.

The current annual budget of \$18.6 million enables the 115-member headquarters staff, supervised by the Executive Director, to serve the members.

The successful candidate will live in the Washington, DC area, work from ASCD's offices in Alexandria, Virginia, and will be expected to build on the organization's tradition of excellence.

A negotiable salary in the range of \$150,000 plus benefits, multi-year contract.

Screening begins February 15, 1992; selection in March. April; reporting date July 1, 1992.

Contact: Dr. Karl R. Plath
Plath, Nielsen, Rodgers Associates
P.O. Box 1414
Northbrook, IL 60065-1414
Telephone: (708) 498-4988
Fax: (708) 498-5116

An equal opportunity, affirmative action employer

Musical The University of Guam solicits applications for the following tenure or non-tenure track positions (one, two, or three-year appointments): Assistant to Associate Professor (Music). The University of Guam is a U.S. accredited institution that serves the island of Guam and other islands in the Western Pacific region. University of Guam faculty salaries are competitive with those of the University of Hawaii and major mainland universities. Detailed description of the position is available upon request. Send resume and references to: Dr. William L. Anderson, Department of Mechanical Engineering, University of Washington, Box 355080, Seattle, WA 98195-5080.

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MOREHEAD STATE UNIVERSITY Graduate and Extended Campus Programs DIRECTOR OF MSU/BIG SANDY EXTENDED CAMPUS CENTER

Morehead State University invites applications and nominations for the position of Director of MSU/BIG Sandy Extended Campus Center beginning July 1, 1992. **Responsibilities:** Provides administrative leadership for planning and organizing the Center to meet the educational and service needs of the region; develops class schedules; recruits students for both off-campus and on-campus programs; interacts directly with the Office of Admissions, Registrar, and Financial Aid in assisting both potential and currently enrolled students; serves as liaison with local, state, and federal agencies to marshal resources for enhancing and expanding the Center's educational programs; initiates, develops, and writes proposals for submission to external agencies to supplement academic and service programming of the Center; recruits qualified candidates for part-time faculty positions; and teaches 12 credit hours per academic year. **Qualifications:** Terminal degree, preferably in Education or Business, the two programs currently approved by the Council on Higher Education offered at the Center. Administrative experience in higher education. Knowledge of the region and experience in off-campus instruction. Commitment to developing and maintaining excellent relationships with institutions, industries, and human resources in the region served by the Center. Submit letter of application, resume, and references no later than February 26, 1992 to:

Office of Personnel Services
Attn: Dir. Big Sandy
MOREHEAD STATE UNIVERSITY
HM101
Morehead, KY 40351
MSU is an EEO/AA Employer

Director of Admissions WESTBROOK COLLEGE

Westbrook College in Portland, Maine, seeks an aggressive and experienced Director of Admissions to lead the college's recruitment program. The successful candidate will have a solid record of innovation and demonstrated achievement in admissions in higher education, superior skills in organization, communication, and marketing, an understanding of information systems and a capacity to evaluate and analyze data, knowledge of financial aid and its role in the college-choice process, and an abundance of energy, integrity, creativity, and intelligence. The successful candidate will be responsible for the college's recruitment program, which includes a variety of recruitment and admissions activities.

The successful candidate will have a solid record of innovation and demonstrated achievement in admissions in higher education, superior skills in organization, communication, and marketing, an understanding of information systems and a capacity to evaluate and analyze data, knowledge of financial aid and its role in the college-choice process, and an abundance of energy, integrity, creativity, and intelligence. The successful candidate will be responsible for the college's recruitment program, which includes a variety of recruitment and admissions activities.

Interested persons should send a letter of application along with a resume and the names of three references to:

Holly Steele
Director of Human Resources
Westbrook College
Portland, ME 04103

Review of applications will begin on 17 February. The successful candidate will assume the position in May.

Music The University of Guam solicits applications for the following tenure or non-tenure track positions (one, two, or three-year appointments): Assistant to Associate Professor (Music). The University of Guam is a U.S. accredited institution that serves the island of Guam and other islands in the Western Pacific region. University of Guam faculty salaries are competitive with those of the University of Hawaii and major mainland universities. Detailed description of the position is available upon request. Send resume and references to: Dr. William L. Anderson, Department of Mechanical Engineering, University of Washington, Box 355080, Seattle, WA 98195-5080.

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LUTHER COLLEGE

Director of Intercollegiate Athletics

Luther College seeks applications and nominations for the full-time, twelve-month position of Director of Intercollegiate Athletics. The position will be available August 1992. Located in northeast Iowa, Luther is a quadrilateral, residential college of the Evangelical Lutheran Church in America with enrollment of 2,350. The athletics program competes in the Iowa Intercollegiate Athletic Conference with more than 400 students participating in 10 men's and 9 women's varsity sports in Division III of the NCAA.

RESPONSIBILITIES: The Director reports to the President of the College. The Director has full administrative responsibilities for all aspects of the intercollegiate athletics program including personnel, planning, budgeting, and public relations for the athletic department both to the campus and to the wider College constituency. In addition, the Director has oversight responsibilities for sports information and facilities management of a sports and recreation complex that serves all areas of sports, exercise science and recreation and must be committed to the academic mission of the institution in maintaining a competitive program in all varsity sports. The Director will be expected to teach one course each semester in an appropriate area within the College and will have no coaching duties.

QUALIFICATIONS: Master's degree required, Ph.D. degree preferred. In appropriate area. At least five years' experience in successful college teaching and coaching required. The successful candidate will have a full appreciation of the athletics in the academic community and a commitment to the mission of Luther College as a strong academic institution of the Church. The person should have strong leadership skills and possess interpersonal skills to communicate effectively both to the campus community and to the broader College constituency. The successful candidate must be knowledgeable of NCAA bylaws applicable to Division III, must have a demonstrated commitment to both men's and women's athletics programs, and show evidence of ability to develop and implement long-range plans.

APPLICATION: Nominations and applications, including a statement of interest, current resume, and three letters of recommendation, should be submitted to: Dr. David T. Nelson, Search Committee Chair, Luther College, 700 College Drive, Decorah, Iowa 52101. Screening begins 20 February 1992 and continues until the position is filled. The position offers a competitive salary and benefits package.

Luther College is an Affirmative Action, Equal Opportunity Institution.



AMHERST COLLEGE Area Coordinators

Amherst College is seeking candidates for half-time and full-time Area Coordinator positions. Beginning August 24, 1992, they will be responsible for the training and supervision of Resident Coordinators plus a range of supervisory, advising, and administrative functions for a cluster of residence halls. **QUALIFICATIONS:** Minimum Bachelor's degree by May 1992; ability to relate well to students; organizational and counseling skills; and previous experience in the residential life and counseling fields. **COMPENSATION:** Full-time position—approx. \$13,000 plus benefits; half-time position—\$4,300. All positions include room and board. Submit resume, cover letter stating interest and qualifications, and three letters of reference by March 2, 1992 to: Dr. Robert K. Miller, Assistant Dean of Students, Box 220, Amherst College, Amherst, MA 01002-5000.

Amherst College is an Equal Opportunity, Affirmative Action employer and encourages women and minorities to apply.

University Drive, Mansfield, Ohio 44906. Applications should arrive by February 24, 1992. The position is an Equal Opportunity, Affirmative Action employer.

Music The University of Guam solicits applications for the following tenure or non-tenure track positions (one, two, or three-year appointments): Assistant to Associate Professor (Music). The University of Guam is a U.S. accredited institution that serves the island of Guam and other islands in the Western Pacific region. University of Guam faculty salaries are competitive with those of the University of Hawaii and major mainland universities. Detailed description of the position is available upon request. Send resume and references to: Dr. William L. Anderson, Department of Mechanical Engineering, University of Washington, Box 355080, Seattle, WA 98195-5080.

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Smith College Director of Information Systems

Smith College invites applications and nominations for the position of Director of Information Systems. The Director provides leadership in planning and implementing information and communication technologies at the college, and is responsible for managing a recently integrated department (including academic computing, administrative computing, and campus networks) with a staff of 30 professionals and budgets in excess of \$2 million. The Director reports directly to the President of the College and is a member of the President's planning and policy group.

The college seeks a Director of Information Systems with a demonstrated vision and understanding of the vital role of computing and communications in both the undergraduate curriculum and the administration of a liberal arts college. The Director must also have proven leadership and management abilities, excellent written and oral communication skills, demonstrated proficiency in managing multiple priorities, and the ability to balance the development and resource needs of a broad and varied range of academic and administrative constituencies.

Smith College is aggressive in advancing its administrative and academic hardware and software systems, integrating computing into the curriculum, and moving toward a more tightly networked campus. The college libraries have embarked on a number of initiatives that require close cooperation between Information Systems and the libraries. The college is a member of NEARNet.

Candidates should have a minimum of 10 years of progressively responsible experience in information systems, including substantial involvement in the management of a computing organization, preferably in an educational institution. They should have strong technical knowledge, especially in the area of networking, and be familiar with the major operating environments used on campus (VMS, UNIX, PC-DOS, Mac-OS, and Netware). An advanced degree is required; a Ph.D. is preferred. Applicants should submit a resume and a cover letter which includes a brief outline of the applicant's vision of the role of information technology at a liberal arts college. The deadline for the receipt of applications is February 15, 1992. Further information is available on request. Please send all applications and inquiries to: Charles Stuelin, Chair, Search Committee, Smith College, Box 755, Northampton, MA 01063. An Affirmative Action/Equal Opportunity Institution. Minorities and women are encouraged to apply.



Director of Development (SEARCH REOPENED)

Small church-related college in Southeast within 45 minutes of major metro area. Minimum 5 years' experience in fund raising (candidates with college or university experience will be given preference). Reports to V.P. Development. Must be able to effectively represent the College to various constituencies and be able to deal directly with Trustees and key volunteers. Must be computer literate (preference given to candidates with experience in setting up and/or supervising computer record-keeping functions). A letter of application, with preference given to candidates with advanced degrees (M.A.). Salary commensurate with experience and qualifications. Send resume, three references, and salary history/requirement (preference will be given to resumes received by February 5, 1992) to Box 19-100C, The Chronicle of Higher Education.

Medical health/nursing and medical-surgical nursing (1 year appointment). Setting is small, NLN-accredited baccalaureate program. Master's preparation required, plus 20 semester hours in nursing. Salary commensurate with experience and qualifications. Send resume, three references, and salary history/requirement (preference will be given to resumes received by February 5, 1992) to Box 19-100C, The Chronicle of Higher Education.

Nursing Faculty Position: Baylor University School of Nursing, Fall, 1992. Opening in the area of medical-surgical nursing. NLN-accredited baccalaureate program. Master's preparation required, plus 20 semester hours in nursing. Salary commensurate with experience and qualifications. Send resume, three references, and salary history/requirement (preference will be given to resumes received by February 5, 1992) to Box 19-100C, The Chronicle of Higher Education.

Nursing Faculty Position: Baylor University School of Nursing, Fall, 1992. Opening in the area of medical-surgical nursing. NLN-accredited baccalaureate program. Master's preparation required, plus 20 semester hours in nursing. Salary commensurate with experience and qualifications. Send resume, three references, and salary history/requirement (preference will be given to resumes received by February 5, 1992) to Box 19-100C, The Chronicle of Higher Education.

WESTERN MICHIGAN UNIVERSITY

WESTERN MICHIGAN UNIVERSITY invites applications for the position of **DEAN OF STUDENTS AND DIRECTOR, CAREER PLANNING AND PLACEMENT** (search re-opened).

DEAN OF STUDENTS

The Dean of Students, who reports to the Vice President for Student Affairs, is responsible for the development and maintenance of student life programs (Campus Recreational Activities, Handicapped Student Services, International Student Services, Off-Campus Life, Residence Hall Life, Student Life, and University Judicials) for a student body of approximately 27,000.

The successful candidate for the position will have an earned doctorate or terminal degree; extensive administrative experience in student affairs; strong organizational and communication skills; personnel management experience; knowledge of budgetary processes and control; ability to work with a diverse student body; and demonstrated ability in creating and implementing innovative student affairs programs.

Applicants should submit a letter of application, vita, and three professional references (including names, position titles, addresses, and telephone numbers) to: Ms. Stella Morado, Chair, Dean of Students Search Committee, Division of Student Affairs, 2311 Faunce, Western Michigan University, Kalamazoo, MI 49008. All application information should be submitted by March 15, 1992. The preferred appointment date for this position is on or about July 1, 1992.

DIRECTOR, CAREER PLANNING AND PLACEMENT

The Office of Career Planning and Placement is one of 14 departments in the Division of Student Affairs and reports directly to the Vice President for Student Affairs. The director supervises a department that includes six professional staff members in Career Planning and Placement and Student Employment Referral Service. The director must possess a doctoral degree in a counseling-related field or an equivalent combination of education and experience in higher education administration. Candidates should possess several years of progressively responsible management experience in career services, preferably at a comprehensive university with a variety of professional programs. Also, the candidate must be eligible for Michigan licensure as a Professional Counselor. Salary is commensurate with experience; a full benefit package is available.

Send a letter of application, vita, and three letters of reference to: Dr. Norman M. Kladocz, Chair, Career Planning and Placement Search Committee, Division of Student Affairs, 2305 Faunce, Western Michigan University, Kalamazoo, MI 49002. All application information should be submitted by March 15, 1992. Anticipated appointment date: August 1, 1992.

WESTERN MICHIGAN UNIVERSITY, a Carnegie Classification Doctoral I institution, is located in Southwest Michigan midway between Chicago and Detroit. Kalamazoo is part of a metropolitan area of about 225,000 offering varied business, research, and industrial operations as well as cultural and recreational activities.

All applicants must have a demonstrated commitment to Equal Opportunity and the goals of Affirmative Action. Western Michigan University is an Equal Opportunity, Affirmative Action employer and encourages the application of women and minorities.

DEAN - SCHOOL OF BUSINESS & ECONOMICS

Salem State College, a comprehensive liberal arts institution located 25 miles north of Boston, is seeking to fill the position of Dean, School of Business and Economics. The Dean will be responsible for the planning, direction, supervision and administration of the School. Qualifications include several years experience as a faculty member and administrator, highly developed communication and interpersonal skills, a thorough knowledge of and experience with higher education principles, practices, and procedures, with teaching techniques and methods, and with AACSB Standards of Accreditation, academic credentials and experience suitable for appointment to the rank of professor within a discipline in the School and suitable to fulfill the duties and responsibilities of the position. An earned doctorate (D.B.A. or Ph.D. in appropriate discipline) and a commitment to endow experience in working in a multicultural/multicultural environment with students of diverse backgrounds and learning styles are preferred. Salary is in the mid-fifties. The position does not carry rank or tenure.

Application review will begin March 1, 1992 and continue until the position is filled.

To apply, send letter of application and resume to: Office of Affirmative Action, Salem State College, 352 Lafayette St., Salem, MA 01970.

SALEM STATE COLLEGE IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER. PERSONS OF COLOR, WOMEN AND PERSONS WITH DISABILITIES ARE STRONGLY ENCOURAGED TO APPLY.

Salem State College

Psychology: The Psychology Department at Salem State College invites candidates for a full-time three-year position. We seek a candidate with a Ph.D. in clinical or counseling psychology and a strong commitment to teaching undergraduates. Experience in supervision and research is preferred. Send a letter of application, vita, and three letters of reference to: Dr. David J. L. Smith, Chair, Psychology Search Committee, Salem State College, 352 Lafayette St., Salem, MA 01970. Salary is commensurate with experience.

Psychology/Counseling: Clinical or Counseling Psychology at Salem State College is seeking a candidate for a full-time three-year position. We seek a candidate with a Ph.D. in clinical or counseling psychology and a strong commitment to teaching undergraduates. Experience in supervision and research is preferred. Send a letter of application, vita, and three letters of reference to: Dr. David J. L. Smith, Chair, Psychology Search Committee, Salem State College, 352 Lafayette St., Salem, MA 01970. Salary is commensurate with experience.



THE COLLEGE OF WILLIAM & MARY
School of Marine Science
Virginia Institute of Marine Science
DEAN OF GRADUATE STUDIES

The Virginia Institute of Marine Science at the College of William & Mary invites applications for the position of Dean of Graduate Studies in the School of Marine Science.

The Dean of Graduate Studies reports to the Dean of the School of Marine Science, and is the senior faculty member and principal academic officer for the graduate program. The Dean of Graduate Studies is responsible for developing and administering the graduate degree programs of the School of Marine Science, preparation of the academic budget, evaluation of faculty and monitoring staff within the program, and providing the necessary leadership to assure the highest standards for curriculum, teaching and student qualifications.

The successful applicant must have an understanding of and commitment to graduate education in the ocean sciences, and should possess a distinguished record of teaching and research in the field of oceanography or related field appropriate to marine science.

A letter of application, curriculum vitae and the names of four references should be sent to:

Dr. L. Donelson Wright, Search Chair
School of Marine Science
Virginia Institute of Marine Science
Gloucester Point, VA 23062

Review of applications will begin on February 17, and will continue until the position is filled. To ensure full consideration, letters of application and nomination should be received by the close of business on that date. Nominations for the position are also invited. Women and minorities are especially encouraged to apply. The position will be available on July 1, 1992.

The College of William & Mary is an
Affirmative Action, Equal Opportunity Employer.

Dean of the Social Sciences Division

Queens College invites applications and nominations for the position of Dean of the Division of Social Sciences. One of the senior colleges of the City University of New York, Queens is a coeducational, nonresidential college located on an attractive 76-acre campus and offers a challenging liberal arts education to a highly diverse population of more than 18,000 undergraduate and graduate students.

The following departments report to the Dean: Accounting & Information Systems, Anthropology, Economics, History, Philosophy, Political Science, Sociology, and Urban Studies, plus the Graduate School of Library & Information Studies, and over 150 faculty.

Candidates should have demonstrated administrative capabilities, commitment to a liberal arts program, broad interest in the social sciences, a record of scholarly achievement and research, recognized academic judgment, an earned PhD in an appropriate social science discipline, and merit appointment as a tenured full professor.

Salary: \$87,236-\$89,513; excellent fringes. Send letter with vita by March 30 to Academic Senate Office, Box CHE, Queens College/CUNY, Flushing, NY 11367-1597. AA/EEOE

therapy with underserved urban populations. Responsibilities include undergraduate and graduate teaching, clinical supervision in the MA level clinical supervision area, and conducting research in the area of interest. The successful candidate will be expected to actively participate in program development for both the current clinical supervision MA and proposed clinical Psy.D. CSU's modern 70-acre campus is located in downtown Cleveland and attracts 19,000 students from the city and its surrounding suburbs.

The Psychology Department supports diversity in faculty strengths and research interests. We offer MA programs in clinical counseling, school, experimental, and working toward the development of a Ph.D. program. Salary is competitive. Members of underrepresented groups are especially encouraged to apply. Applicants should send a letter of interest, curriculum vitae, and three letters of reference to:

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There's nothing in all of Academe to compare with The Chronicle's "Bulletin Board" pages:

* Get your ad to us by 2 p.m. Monday, eastern time; just 3 1/2 days later it will be printed and on its way to our 418,000-plus readers.

* We'll gladly set the type for you, without charge—in either gate or an attention-commanding "display" format. If you prefer, we'll use your camera-ready copy.

* Your ad will be properly positioned or indexed—convenient for our readers and effective for you.

For more information, please call (202) 466-1055

ASSOCIATE DEAN, TECHNICAL SERVICES AND SYSTEMS DEVELOPMENT

UNIVERSITY LIBRARIES

Northeastern University

Responsibilities: Plan, administer, and provide leadership for the technical services and systems development functions of the Northeastern University Libraries. Effectively organize staff, utilize fiscal and technological resources, and give direction to departmental units for acquisitions, serials, cataloging, networked support systems, and archives/special collections. Work closely with the Dean and other administrative officers on strategic, long-range, and general administrative planning, policy formulation, and on funding, budgeting, and grants. Coordinate plans and activities with user services, collection development, and administrative services. Represent the University Libraries regionally and nationally on technical services and automated support systems matters.

A new, centralized library on the Boston campus opened in 1980. Annual acquisitions purchases exceed \$3.5 million. The Libraries hold membership in OCLC, Netnet, and the Boston Library Consortium. CARL Systems and Tandem computers are the platforms for the public access Northeastern University Libraries Information System (NULIS) and for integrated processing support. NULIS also serves as the Libraries' primary network gateway to other information resources.

Qualifications: MA accredited MLS degree. At least five years of substantial managerial experience in automated technical services and in analysis, planning and implementation of systems and networks. Strong administrative leadership, communication, interpersonal, analytical, planning, and organizational skills. Able to work effectively with individuals and groups from various academic, administrative, and library constituencies, and to articulate and coordinate goals and innovative programs. Thorough understanding of concepts of technical services and of automated information services support in academic libraries. Knowledgeable about trends in higher education, in academic libraries, and in emerging relevant technologies and support systems. Commitment to professional growth and staff development.

Salary: \$60,000 minimum, depending upon qualifications and experience. Excellent benefits package.

Applications received by March 6, 1992, will receive first consideration in this reopened search. Please send a letter of application, resume, and the names of three references to:

Allyn R. Benenfeld, Dean
Northeastern University Libraries
3200 South Library
360 Huntington Avenue
Boston, MA 02115

Northeastern University is an affirmative action, equal opportunity employer.

CUESTA COLLEGE
San Luis Obispo, California

Now accepting applications for the following fulltime position:

Application Deadline: 3/6/92, 4:00pm

DEAN OF HUMANITIES

* Master's Degree required. * Administrative leadership experience in higher education. * Two years of teaching/counseling, college level preferred.

Responsible for Arts, Humanities, and Social Sciences.

Write or call for an application packet:

CUESTA COLLEGE
Personnel/AA Office
P.O. Box 8106
San Luis Obispo, CA 93403-8106
(805) 546-3127 Fax (805) 546-3907
Cuesta College is an EEO/AA Employer

Search Committee, Department of Psychology: Cleveland State University is seeking a candidate for a full-time three-year position. We seek a candidate with a Ph.D. in clinical or counseling psychology and a strong commitment to teaching undergraduates. Experience in supervision and research is preferred. Send a letter of application, vita, and three letters of reference to: Dr. David J. L. Smith, Chair, Psychology Search Committee, Cleveland State University, 2120 East 24th Street, Cleveland, OH 44115. Salary is commensurate with experience.

Psychology/Counseling: Clinical or Counseling Psychology at Cleveland State University is seeking a candidate for a full-time three-year position. We seek a candidate with a Ph.D. in clinical or counseling psychology and a strong commitment to teaching undergraduates. Experience in supervision and research is preferred. Send a letter of application, vita, and three letters of reference to: Dr. David J. L. Smith, Chair, Psychology Search Committee, Cleveland State University, 2120 East 24th Street, Cleveland, OH 44115. Salary is commensurate with experience.

BULLETIN BOARD: Positions available

DEAN, SCHOOL OF ARTS AND SCIENCES

Jersey City State College is a culturally diverse urban institution located in the greater New York metropolitan area. It is one of nine state colleges of the New Jersey system of Higher Education. The College offers undergraduate and graduate programs to over 7,500 students and has a faculty of almost 250.

Responsibilities: The Dean of Arts and Sciences reports to the Vice President for Academic Affairs and Provost and has the primary responsibility for the quality of the academic programs in the School of Arts and Sciences, including the Basic Skills and General Studies Programs of the College. Primary responsibilities include academic program development, budget and administration of personnel policies for the faculty and staff. The Dean evaluates departmental proposals for new programs and new courses and makes recommendations to the Vice President for Academic Affairs and Provost for new programs and courses, facilities, equipment and staff in the School. Currently 17 academic departments and four program coordinators report to the Dean. A number of academic support services also report to the Dean.

Minimum Qualifications: Candidates for the position must have an earned doctorate or other appropriate terminal degree and successful administrative experience. Substantial experience and achievement as a teacher and scholar and commitment to furthering the educational aspirations of a highly diversified student population in an urban college are desirable.

Application and current resume should be addressed to: Dr. Carlos Hernandez, Vice President for Academic Affairs and Provost.

JERSEY CITY STATE COLLEGE
2039 Kennedy Boulevard
Jersey City, N.J. 07305

Deadline Date for Applications is February 22, 1992.

AA/EEOE



DEAN, HAWORTH COLLEGE OF BUSINESS WESTERN MICHIGAN UNIVERSITY

The University of Western Michigan is a Carnegie Doctoral I university with an enrollment of 28,000 students, 25% at the graduate level. Six colleges employ 750 faculty members.

The College: The Haworth College of Business includes the departments of accounting, business information systems, finance and commercial law, management, and marketing. One hundred ten faculty members and 40 administrative and support staff serve 7,000 students enrolled in B.B.A., M.B.A., and M.S.A. programs.

The Position: As the college's chief academic and executive officer, the dean reports to the provost and is responsible for instructional, research, and external programs and for maintaining AACSB accreditation.

Qualifications: The successful candidate will have an earned doctorate in business administration or a related field with demonstrated success in administrative positions in a university, business or government settings; an academic record that merits appointment to the rank of full professor; and successful experience in fund raising. Involvement with AACSB, including accreditation experience, is highly desirable.

Procedures: Screening begins 3/2/92. A statement of interest, current vita, and the names, addresses and telephone numbers of five references should be sent to Paula Carrabell, in W. Krinsky & Associates, P.O. Box 91869, Pasadena, CA 91109-1869, (818) 566-3311, P.O. (818) 566-1656.

WMU is an equal opportunity employer and encourages qualified women and members of minority groups to apply.

Responsibilities: include civic involvement, individual and institutional development, public information and public relations, including grant writing, fundraising, production and media relations. Good benefit package. Closing date of application is March 1, 1992. For particular interest, cover letter with vita and three letters of reference to: Dean of Graduate Studies, Western Michigan University, 2311 Faunce, Western Michigan University, Kalamazoo, MI 49008. Salary is commensurate with experience. Members of underrepresented groups are especially encouraged to apply. Applicants should send a letter of interest, curriculum vitae, and three letters of reference to:

Public Information/Promotions: Director of Public Information, University of Western Michigan, 2311 Faunce, Western Michigan University, Kalamazoo, MI 49008. Salary is commensurate with experience.

Purchasing: Assistant Professor in Purchasing and Materials Management. The candidate must have a strong research background and be able to work effectively with faculty and students. Master's degree in Purchasing or Materials Management is required. Send a letter of application, vita, and three letters of reference to: Dr. David J. L. Smith, Chair, Purchasing Search Committee, Cleveland State University, 2120 East 24th Street, Cleveland, OH 44115. Salary is commensurate with experience.

Public Information/Promotions: Director of Public Information, University of Western Michigan, 2311 Faunce, Western Michigan University, Kalamazoo, MI 49008. Salary is commensurate with experience.

Eastern New Mexico University - Roswell DEAN OF STUDENT SERVICES

Eastern New Mexico University-Roswell seeks applications and nominations for Dean of Student Services (12 months—full time). Closing date for applications is April 1, 1992. Date available July 1, 1992.

Duties and Responsibilities: This is a newly created position which will be responsible for student services at Eastern New Mexico University-Roswell. The position includes the following responsibilities: admissions and records, financial aid, student advancement, counseling, placement, campus union, student government, housing and student outreach (TLC Program). The position reports directly to the Provost at ENMU-Roswell but has responsibility for coordinating with the Vice-President of Student Services at ENMU-Portales. Also serves as a voting member of the Administrative Council.

Minimum Qualifications: Master's degree in appropriate field with doctorate preferred. Three years' experience in student services, administrative experience in student services preferred. A commitment to the philosophy of serving students within the mission of a comprehensive community college required.

To Apply: Send letter of application, professional resume, complete official transcripts and three (3) letters of professional reference to: Personnel Office, ENMU-Roswell, P.O. Box 6000, Roswell, NM 88201. Applications will be accepted until the end of the search period which is April 1, 1992.

New Mexico is an open records state; therefore, it is the policy of the University to reveal to the public the identities of the applicants for whom outside inquiries have been made or for whom on-campus interviews are scheduled. AA/EEOE

Overseas a staff of seventeen employees. A master's degree in appropriate area plus five years' experience in student services is required. Salary range is \$35,920-\$40,000. Deadline for applications is April 1, 1992. Send letter of application, resume, and three letters of reference to: Dean of Student Services, ENMU-Roswell, P.O. Box 6000, Roswell, NM 88201. Applications will be accepted until the end of the search period which is April 1, 1992.

Reading: Two tenure track positions, Fall 1992. Assistant Associate Professor (teaching graduate and undergraduate courses). Occasional supervision of clinical reading experience, and student teachers. Teaching and supervising students leading to publication and presentation desired. Qualifications: Doctoral degree in Reading. Teaching experience in an elementary school. Send letter of application, transcripts, and three letters of reference to: Dr. Beverly L. Smith, Search Committee, Eastern New Mexico University, P.O. Box 900, Roswell, NM 88201. Applications will be accepted until the end of the search period which is April 1, 1992.

Recreation Assistant Director of Campus Recreation: University of Illinois at Urbana-Champaign. The Division of Campus Recreation is seeking applications for an Assistant Director of Campus Recreation. The Division is seeking applicants for an Assistant Director of Campus Recreation. The Division is seeking applicants for an Assistant Director of Campus Recreation. The Division is seeking applicants for an Assistant Director of Campus Recreation.

Reading Education/Language Arts: The University of Montana, Assistant Professor. Teaching graduate and undergraduate courses. Occasional supervision of clinical reading experience, and student teachers. Teaching and supervising students leading to publication and presentation desired. Qualifications: Doctoral degree in Reading. Teaching experience in an elementary school. Send letter of application, transcripts, and three letters of reference to: Dr. Beverly L. Smith, Search Committee, Eastern New Mexico University, P.O. Box 900, Roswell, NM 88201. Applications will be accepted until the end of the search period which is April 1, 1992.

Rehabilitation: The Rehabilitation Research and Training Center on Blindness and Low Vision, University of Illinois at Urbana-Champaign. The Division of Campus Recreation is seeking applications for an Assistant Director of Campus Recreation. The Division is seeking applicants for an Assistant Director of Campus Recreation. The Division is seeking applicants for an Assistant Director of Campus Recreation. The Division is seeking applicants for an Assistant Director of Campus Recreation.

TRENTON STATE COLLEGE



DEAN SCHOOL OF BUSINESS

Trenton State College is a public, comprehensive undergraduate institution with a full-time enrollment of approximately 6000 students and 850 faculty and staff. We are proud that we are achieving the goals of attracting a diverse and talented student body and staff, and developing a reputation for academic excellence in public education. The student body is rated "highly selective" by *Barron's Guide to Colleges and Universities*. Trenton State College is located on a lovely, 225-acre campus in Bwing Township, New Jersey. The campus is within easy driving distance of both New York and Philadelphia. Benefits and salaries are competitive. The School of Business consists of four departments and offers programs in accounting, business administration, economics, finance, management, marketing and business education. There are approximately 40 full-time faculty and about 1000 students. **Responsibilities:** Under direction of the Vice President for Academic Affairs, the dean acts as the senior academic officer of the School of Business and assumes overall responsibility for the development, modification and administration of programs necessary to meet the academic needs of students served by the school and for the fostering of excellence in programs, instruction and research. The dean will supervise the development of programs to meet standards of accreditation. He or she will maintain a working relationship with other academic units of the institution, with the president, the vice presidents and other administrators and with relevant external agencies including the Middle Atlantic Association of Colleges of Business Administration. The dean supervises the recruitment and hiring of new faculty and staff and makes recommendations for appointment and tenure.

to the President, through the Academic Vice President, the dean makes recommendations for promotions to the Promotions Committee. He or she is responsible for the establishment, utilization, and maintenance of the facilities and equipment of the School and coordinates the efforts of the departments of the School towards the achievement of the goals of the School and the College. The successful candidate will develop the budget for the School in cooperation with the department chairs of the School and other Deans and the Vice President for Academic Affairs. Other responsibilities include supervision of clerical and technical support staff and maintaining availability for all students and faculty. The dean presents the goals of the college and the position of the administration to the campus, the School and the community.

Qualifications: The successful candidate will possess an earned doctorate in business or economics and will qualify for a tenured appointment at the rank of professor. The successful candidate also will have administrative experience in undergraduate and graduate programs. Experience with the AACSB accreditation process is preferred. The review of applicants will begin on February 28, 1992 and the search will remain open until a candidate is selected. The position is available July 1, 1992. Candidates should submit a letter of application accompanied with a vita, salary requirements, and the names, addresses and phone numbers of three references. Address all correspondence to: Dr. Robert Bittner, Chair, Dean Search Committee, Office of the Vice President for Academic Affairs, Trenton State College, Hillwood Lakes, CN 4700, Trenton, NJ 08650-4700. To enrich education through diversity, TSC is an AA/EEOE.

NORTH HENNEPIN COMMUNITY COLLEGE

Dean of Student Services and Community Relations

North Hennepin Community College is a comprehensive two-year community college in the Minnesota Community College system. The 80-acre campus is located in Brooklyn Park, MN and serves the northwestern section of the Twin Cities area. The enrollment exceeds 6,000 students in a variety of transfer and two-year occupational programs. The college has a strong relationship with its community expressed in continuing education and community service activities and a vital student services program.

Responsibilities: The Dean of Student Services and Community Relations reports directly to the President and provides executive leadership to the College in matters relating to student access, services and activities, counseling, minority outreach as well as student and community information needs. Working collaboratively as a member of the President's Cabinet, the dean develops, implements and monitors goals, priorities, budgets, staffing policies, regulations and procedures relating to student and community affairs.

Qualifications: The position requires a master's degree; doctorate preferred. The ideal candidate will have substantial managerial experience, demonstrated understanding of student services, commitment to the community college mission and student concerns, demonstrated success in supporting diverse student populations and an understanding of publications and visual, data, and telephone communications and the role of marketing in community relations. He/she should possess strong leadership and administrative skills and the ability to promote cooperative relationships to build a successful student life and community relations program.

Applications: Applications will be accepted until February 26, 1992 and must include a letter of application and a complete resume. Applications should be sent to:

Search Committee
Dean of Student Services and Community Relations
North Hennepin Community College
2411 15th Avenue
Brooklyn Park, MN 55455

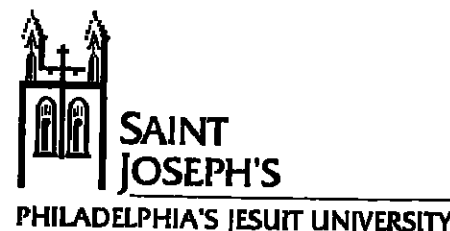
Affirmative Action, Equal Opportunity Employer

Reginald: Augsburg College, Minneapolis, Minnesota. Major Responsibilities: Supervises all aspects of student academic records, registration, transcripts, degree preparation, production audit, grade reporting, and transfer to a new administrative system. Qualifications: Master's degree required; three years' administrative experience in Registrar's Office or progressively responsible experience in student records, registration, and enrollment; demonstrated strong management and leadership skills; direct prior experience with operation of comprehensive enrollment system. Full-time, year-round staff position to begin mid-April 1992. Excellent benefits. Augsburg College is a private, nonsectarian liberal arts college located in Minneapolis, Minnesota, affiliated with the Evangelical Lutheran Church in America. Enrollment is approximately 3,000 students. We seek individuals committed to the educational mission of our urban, church-related, liberal arts college to educate and support a diverse student body. Application Process: Letter of interest, resume, and salary requirements must be received by February 18, 1992. Send to: Personnel Department, Augsburg College, 73121 Avenue South Minneapolis, Minnesota 55454. Augsburg College is an Affirmative Action Employer.

Rehabilitation: The Rehabilitation Research and Training Center on Blindness and Low Vision, University of Illinois at Urbana-Champaign. The Division of Campus Recreation is seeking applications for an Assistant Director of Campus Recreation. The Division is seeking applicants for an Assistant Director of Campus Recreation. The Division is seeking applicants for an Assistant Director of Campus Recreation. The Division is seeking applicants for an Assistant Director of Campus Recreation.

Reading Education/Language Arts: The University of Montana, Assistant Professor. Teaching graduate and undergraduate courses. Occasional supervision of clinical reading experience, and student teachers. Teaching and supervising students leading to publication and presentation desired. Qualifications: Doctoral degree in Reading. Teaching experience in an elementary school. Send letter of application, transcripts, and three letters of reference to: Dr. Beverly L. Smith, Search Committee, Eastern New Mexico University, P.O. Box 900, Roswell, NM 88201. Applications will be accepted until the end of the search period which is April 1, 1992.

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DEAN COLLEGE OF BUSINESS AND ADMINISTRATION

St. Joseph's University is searching for a Dean for its College of Business and Administration. The College currently has 40 full-time faculty and enrolls approximately 1900 undergraduate and 1700 graduate students. The successful candidate will have demonstrated extraordinary leadership, preferably in an academic setting, and should be committed to the mission and role of a Jesuit business school.

Review of candidates and nominations begins on February 1, 1992, and continues until the position is filled. The position is effective July 1, 1992. Address applications or nominations to: Dr. Carolyn Clark, Chair, Search Committee for the Dean of the College of Business and Administration; Department of Accounting; Saint Joseph's University; 5600 City Avenue; Philadelphia, PA 19131.

St. Joseph's University is an Affirmative Action, Equal Opportunity Employer.



School of Marine Science -Virginia Institute of Marine Science DEAN OF GRADUATE STUDIES

The Virginia Institute of Marine Science at the College of William and Mary invites applications for the position of Dean of Graduate Studies in the School of Marine Science.

The Dean of Graduate Studies reports to the Dean of the School of Marine Science, and is the senior faculty member and principal academic officer for the graduate program. The Dean of Graduate Studies is responsible for developing and administering the graduate degree programs of the School of Marine Science, preparation of the academic budget, evaluation of faculty and monitoring staff within the program, and providing the necessary leadership to assure the highest standards for curriculum, teaching, and student qualifications.

The successful applicant must have an understanding of and commitment to graduate education in the ocean sciences, and should possess a distinguished record of teaching and research in the field of oceanography or related field appropriate to marine science.

A letter of application, curriculum vitae and the names of four references should be sent to:

Dr. L. Donelson Wright, Search Chair
School of Marine Science
Virginia Institute of Marine Science
Gloucester Point, VA 23062

Review of applications will begin on February 17, and will continue until the position is filled. To ensure full consideration, letters of application and nomination should be received by the date of deadline on the date. Nominations for the position are also invited. Women and minorities are especially encouraged to apply. The position will be available on July 1, 1992.

The College of William and Mary is an Affirmative Action, Equal Opportunity Employer.

Research Research Associate: Theoretical/experimental research of robust control systems, analysis and synthesis. Must have minimum Ph.D. in BE or C, M.S.E., 2 years' experience in robust control systems, analysis and synthesis. PFR, TDA, TPD, TPR, TDS, UPS, and AES technologies. Requirements: Ph.D., Chemistry or Chemical Engineering with emphasis in heterogeneous catalysis. Two years' post-graduate experience in coal science research relating to catalytic processes. Must know TPR, TPD, TPI, TTA, TGA, and TGA. Salary \$24,000/year. Send resume to: J. O. B. Box 1339, Provo, Utah 84601.

Research Research Associate: Theoretical/experimental research of robust control systems, analysis and synthesis. Must have minimum Ph.D. in BE or C, M.S.E., 2 years' experience in robust control systems, analysis and synthesis. PFR, TDA, TPD, TPR, TDS, UPS, and AES technologies. Requirements: Ph.D., Chemistry or Chemical Engineering with emphasis in heterogeneous catalysis. Two years' post-graduate experience in coal science research relating to catalytic processes. Must know TPR, TPD, TPI, TTA, TGA, and TGA. Salary \$24,000/year. Send resume to: J. O. B. Box 1339, Provo, Utah 84601.

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DEAN, COLLEGE OF FINE ARTS Arkansas State University, Jonesboro

The Dean is the chief academic officer of the College of Fine Arts, which is composed of three departments: Art, Music, and Speech Communication and Theatre Arts. The Dean reports directly to the Vice President for Academic Affairs and serves on the university academic council.

Responsibilities: Maintain and develop the quality of educational programs within the college, provide leadership in planning and staffing, promote the fine arts, seek funds for expansion of programs and activities.

Qualifications:

- Earned terminal degree.
- Excellence in teaching, scholarship, and/or creative activities.
- Academic leadership and management abilities.
- Experience in administration, development, and fund raising to include grant writing.
- Appropriate background for appointment to full professor in a department within the College of Fine Arts.
- Strong aspiration toward developing programs of national and international distinction.

Starting Date: The search committee will begin reviewing applications February 10, 1992. The position will be filled by July 1, 1992, or the search will continue until a suitable applicant is found.

Nominations and/or applications: Nominations and/or applications: vita, at least four letters of recommendation; transcripts (copies acceptable); and supporting materials should be sent to:

Dr. William Holmes, Chair
Search Committee
College of Fine Arts
Arkansas State University
State University, AR 72467

ASU is an Equal Opportunity, Affirmative Action Employer.
Women and minorities are encouraged to apply.



Director, Cooperative Extension Service and Associate Dean, College of Agriculture

The Ohio State University is seeking nominations and applications for the Director/Associate Dean position. The Ohio Cooperative Extension Service has 1,000 employees and a total budget of \$39 million with 93 field offices across the state, supported by specialists in the Colleges of Agriculture, Human Ecology, Veterinary Medicine, and Biological Sciences. The Director/Associate Dean duties include program and policy leadership, supervision and coordination of administrative, instructional, research, and service functions of the Ohio Cooperative Extension Service; development and implementation of the Ohio Cooperative Extension Service; promotion and remuneration of Cooperative Extension Service personnel; provide information for and secure support of public, agricultural, and related industries, state and local governments, governmental agencies and the University; reports to Vice President, Agricultural Administration.

Qualifications: include earned doctorate; demonstrated leadership and administrative capability; education, research, business, and/or government experience desired.

For nominations, applications, or more information, contact Dr. Robert J. Gustafson, Chair, Search Committee, Agricultural Engineering Dept., OSU, 590 Woody Hayes Dr., Columbus, OH 43210-1037; telephone 614/292-6131; fax 614/292-9448. Evaluation of candidate applications will begin February 28, 1992.

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Qualified women, minorities, covered veterans, and disabled individuals are encouraged to apply.

Research Research Associate: Theoretical/experimental research of robust control systems, analysis and synthesis. Must have minimum Ph.D. in BE or C, M.S.E., 2 years' experience in robust control systems, analysis and synthesis. PFR, TDA, TPD, TPR, TDS, UPS, and AES technologies. Requirements: Ph.D., Chemistry or Chemical Engineering with emphasis in heterogeneous catalysis. Two years' post-graduate experience in coal science research relating to catalytic processes. Must know TPR, TPD, TPI, TTA, TGA, and TGA. Salary \$24,000/year. Send resume to: J. O. B. Box 1339, Provo, Utah 84601.

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Pennsylvania College of Technology



ASSISTANT DEAN FOR INTEGRATED STUDIES

Reporting to the Dean of Instruction, this person will be responsible for fiscal planning, personnel management, long range planning, program development, program evaluation, and leadership. Current division programs include Advertising Art, Early Childhood Education, Graphic Arts, Human Services, Mass Communications, and Technical Illustration as well as General, Individualized, and Technology Studies. The assistant dean interacts with a diverse group of 50 full-time and about 60 part-time faculty who provide instruction to approximately 500 students in the division's programs plus required arts and sciences for the entire college of over 4500 FTE. Additional division staff include a division director, four department heads, one lead faculty, and three secretaries.

Minimum qualifications: include a Master's degree in a subject area appropriate to division programs or in educational administration; three years full-time teaching experience; demonstrated scholarship; experience in developing and implementing innovative approaches to instruction; superior management, leadership, and communication skills; commitment to both vocational/technical education and the arts and sciences; and a sensitivity to and advocacy for the expectations and needs of students and faculty. A Doctorate, extensive experience in the college classroom, and grant development experience are desired. To start July 1, 1992. Submit letter of application, resume, and names, addresses, and telephone numbers of three professional references to: **Personnel Services (18), Pennsylvania College of Technology, One College Avenue, Williamsport, PA 17701.** Deadline for applications is February 22, 1992 or until a suitable candidate is identified. Interviewing will commence March 1992. Salary is commensurate with credentials and established criteria.

Located in North Central PA, the Pennsylvania College of Technology is a comprehensive two-year institution with a national reputation for the quality and diversity of its advanced and emerging technology programs. Penn College is a component of The Pennsylvania State University but maintains its own mission, goals, and board of directors. For further information write or call (717) 327-4770.

An affirmative action/equal opportunity employer
Women and minorities are encouraged to apply.

SUFFOLK COMMUNITY COLLEGE Executive Dean of Corporate and Extended Learning

Suffolk Community College, a large, dynamic, multi-campus institution on eastern Long Island, seeks applications and nominations for an Executive Dean of Corporate and Extended Learning.

The Executive Dean reports to the president and is responsible for planning, implementing, coordinating, and evaluating continuing education, extended learning, and corporate programs. The Dean will also serve as chief administrator of the Open Campus. Major duties include supervising and evaluating staff responsible for economic development activities, non-credit continuing education programs, and telecourses; serving as chair of the college-wide business development council; providing leadership in developing programs to stimulate the economic development of Suffolk County; providing professional development activities and customized training for clients and industries through the TechCenter, and enhancing continuing education opportunities at sites convenient to the population; and serving as liaison with business, industry, and government officials to provide appropriate educational programs.

A master's degree in an appropriate field and significant administrative experience in continuing education in a college setting are required. Community college experience is preferred. The ideal candidate will have demonstrated creative and dynamic leadership, have worked successfully with higher education and industry, and have a proven ability to develop and implement innovative and progressive programs.

Review of applications is currently underway and will continue until the position is filled. Applications should include a detailed resume and cover letter describing how the candidate meets the requirements of the position and should be sent to the Office of the President, Suffolk Community College, 533 College Rd., Shelton, N.Y. 11784. Suffolk Community College is an AAEO employer.

employer; women and minorities are encouraged to apply.

Research Research Associate: Theoretical/experimental research of robust control systems, analysis and synthesis. Must have minimum Ph.D. in BE or C, M.S.E., 2 years' experience in robust control systems, analysis and synthesis. PFR, TDA, TPD, TPR, TDS, UPS, and AES technologies. Requirements: Ph.D., Chemistry or Chemical Engineering with emphasis in heterogeneous catalysis. Two years' post-graduate experience in coal science research relating to catalytic processes. Must know TPR, TPD, TPI, TTA, TGA, and TGA. Salary \$24,000/year. Send resume to: J. O. B. Box 1339, Provo, Utah 84601.

Research Research Associate: Theoretical/experimental research of robust control systems, analysis and synthesis. Must have minimum Ph.D. in BE or C, M.S.E., 2 years' experience in robust control systems, analysis and synthesis. PFR, TDA, TPD, TPR, TDS, UPS, and AES technologies. Requirements: Ph.D., Chemistry or Chemical Engineering with emphasis in heterogeneous catalysis. Two years' post-graduate experience in coal science research relating to catalytic processes. Must know TPR, TPD, TPI, TTA, TGA, and TGA. Salary \$24,000/year. Send resume to: J. O. B. Box 1339, Provo, Utah 84601.

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DEAN COLLEGE OF ARTS AND SCIENCES Florida International University

Florida International University invites applications and nominations for the position of Dean of the College of Arts and Sciences. The Dean reports to the provost, provides leadership in undergraduate and graduate program development, and coordinates overall administration of 18 departments, including the humanities, natural and social sciences, visual and performing arts, and the School of Computer Science. The College of Arts and Sciences has more than 4,000 majors and 300 full-time faculty. Degrees are awarded in numerous fields from the bachelor's through the doctorate. About two dozen additional graduate programs are projected for implementation over the next five to seven years.

Florida International University, a member of the State University System of Florida, is in its twentieth year of operation. It is located on two campuses in the greater Miami area and enrolls approximately 23,000 students in 180 undergraduate and graduate degree programs.

The successful candidate should have a record of intellectual accomplishment worthy of tenure within the College at the rank of professor, the ability to provide academic leadership and a commitment to recruiting and retaining a diverse faculty and student body. Experience in a system with faculty collective bargaining is desirable. Minority and women candidates are urged to apply.

The search and selection process will be conducted in accordance with provisions of the "Government in the Sunshine" laws of the State of Florida. Meetings and all documents related to the search are open to the public.

Salary range is competitive, depending on qualifications and experience. Anticipated starting date is August, 1992.

Applicants should submit a letter of interest, curriculum vitae, and the names, addresses and phone numbers of three references to:

Professor Mary L. Volcansek
Chair, Arts and Sciences Dean's Search Committee
Florida International University
University Park, PC 523C
Miami, Florida 33199

Applications and nominations must be postmarked by February 27, 1992.

An Equal Opportunity, Equal Access, Affirmative Action Employer

Dean, School of Arts & Sciences

Bridgewater State College seeks applications and nominations for the position of founding dean of the newly formed School of Arts & Sciences. Reporting to the Dean of the College, the Dean will be responsible for the development of the School of Arts & Sciences, including the Departments of Art, Biological Sciences, Chemical Sciences, Earth Sciences & Geography, Economics, English, Foreign Languages, History, Management Science & Business, Mathematics & Computer Science, Music, Philosophy & Religious Studies, Physical Science, Psychology, Social Work, Sociology & Anthropology, and Speech Communication. The Dean will also be responsible for the development of the School of Arts & Sciences, including the Departments of Art, Biological Sciences, Chemical Sciences, Earth Sciences & Geography, Economics, English, Foreign Languages, History, Management Science & Business, Mathematics & Computer Science, Music, Philosophy & Religious Studies, Physical Science, Psychology, Social Work, Sociology & Anthropology, and Speech Communication. The Dean will also be responsible for the development of the School of Arts & Sciences, including the Departments of Art, Biological Sciences, Chemical Sciences, Earth Sciences & Geography, Economics, English, Foreign Languages, History, Management Science & Business, Mathematics & Computer Science, Music, Philosophy & Religious Studies, Physical Science, Psychology, Social Work, Sociology & Anthropology, and Speech Communication.

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AUBURN UNIVERSITY Dean, College of Liberal Arts

Nominations and applications are invited in the search for the position of Dean of the College of Liberal Arts at Auburn University, a land-grant university with 21,700 students. The College consists of the departments of Communication Disorders; English; Foreign Languages; Geography; History; Journalism; Philosophy; Political Science; Psychology; Sociology; Anthropology; and Social Work. Communication Disorders; English; Foreign Languages; Geography; History; Journalism; Philosophy; Political Science; Psychology; Sociology; Anthropology; and Social Work. The College has a faculty of approximately 300; enrolls 4,200 undergraduate majors and 375 graduate students in 23 M.A., M.S. and Specialist/Professional programs, and doctoral programs in English, History, Psychology and Public Administration.

The faculty is committed to excellence in teaching and research/creative activity. The Dean is expected to bring strong interpersonal skills to provide creative leadership in the developing and strengthening of the programs in the College. The Dean must possess an earned terminal degree in one of the fields of the College. The Dean is the chief academic and administrative officer of the College and reports directly to the Vice President for Academic Affairs.

QUALIFICATIONS DESIRED:

- Record of excellence in teaching and research/creative activity
- Successful academic administrative experience
- Experience in developing extramural resources
- Commitment to faculty participation in university governance
- Commitment to Affirmative Action/Equal Opportunity

The salary and starting date are negotiable. Applications or nominations should be submitted to:

Dr. Richard Kunkel
Chair, Search Committee
3084 Hill Center
Auburn University
AL 36849-5218

Applications should include a letter of interest addressing special qualifications and a resume, plus a list of five current references. The Committee will begin its review of applications February 1, 1992 and will continue until the position is filled.

AUBURN UNIVERSITY IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER.



Bellarmine College DEAN OF THE COLLEGE OF ARTS AND SCIENCES

Bellarmine College invites nominations and applications for the Dean of Arts and Sciences.

The School of Arts and Sciences enrolls more than 500 undergraduate majors and 100 graduate students and has 55 faculty in 14 departments: Art, Biology, Chemistry, Communication, Education, English, History and Political Science, Math and Computer Science, Music, Philosophy, Psychology, Sociology and Theology.

The Dean of Arts and Sciences is responsible for the direction and development of the academic programs in Arts and Sciences, fostering high academic standards among faculty and students, enhancing exemplary teaching and scholarship, promoting faculty development, managing the fiscal affairs of Arts and Sciences, and developing long-range plans and strategies to promote academic excellence. The Dean reports to the Vice-President for Academic Affairs.

Bellarmine seeks an individual who possesses a Ph.D. in one of the major disciplines represented in the Arts and Sciences, at least three years' administrative experience in higher education, a record of successful teaching, research and publication and other scholarly achievements, and the demonstrated ability to work effectively with other deans and administrators in areas such as institutional advancement and student affairs.

Situated on a beautiful 120-acre campus in an attractive residential area of Louisville, Kentucky, Bellarmine is the Commonwealth's largest private, independent college. Founded in 1950 by the Catholic Archdiocese of Louisville, Bellarmine is governed by an independent self-perpetuating Board of Trustees and enrolls 2,600 students in undergraduate and graduate programs in three schools: Arts and Sciences, the Allan and Donna Lansing School of Nursing, and the W. Flaming Rubel School of Business. The annual operating budget is \$15 million.

Review of applications will begin in February and will continue until the time of selection. Candidates should submit a letter of application, resume, and the names, addresses and telephone numbers of five references. The appointment may begin as early as June 1, 1992.

Address nominations and applications to:

Search Committee for the Dean of Arts and Sciences
Bellarmine College
2001 Newburg Road
Louisville, KY 40205-0671

Bellarmine College is an Affirmative Action, Equal Opportunity Employer

Michigan 48202. Reference Number: 113-191.

Research Research Associate: Theoretical/experimental research of robust control systems, analysis and synthesis. Must have minimum Ph.D. in BE or C, M.S.E., 2 years' experience in robust control systems, analysis and synthesis. PFR, TDA, TPD, TPR, TDS, UPS, and AES technologies. Requirements: Ph.D., Chemistry or Chemical Engineering with emphasis in heterogeneous catalysis. Two years' post-graduate experience in coal science research relating to catalytic processes. Must know TPR, TPD, TPI, TTA, TGA, and TGA. Salary \$24,000/year. Send resume to: J. O. B. Box 1339, Provo, Utah 84601.

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Provost and Vice President for Academic Affairs

West Texas State University invites nominations and applications for the new position of Provost and Vice President for Academic Affairs. The University seeks an individual capable of providing dynamic and creative leadership to a regional university offering 21 undergraduate and master's degrees. The University currently serves 6,200 students with 4 colleges, 1 school and 188 full-time faculty members.

Responsibilities: The Provost/VPA reports directly to the President/CEO of the University. The Provost/VPA is expected to provide intellectual vision and the skill and vigor to provide administrative leadership in teaching, research and creative activity, faculty development, continuing education, and public service activities related to the University's educational mission. The position is responsible for budget planning, academic planning and program development, allocation of resources for academic purposes, academic personnel decisions, and stimulation of research and creative activities.

Qualifications: The successful candidate must have an earned doctorate, an outstanding record of teaching and scholarship sufficient for the rank of tenured full professor, at least 4 years of significant academic higher education administrative experience, and a commitment to the public service mission of a state-assisted institution. He/She must also demonstrate the ability to develop and promote excellence in academic programs, research and creative activities; to be able to formulate the academic goals of the University and articulate them to all internal and external constituencies; and work effectively with diverse individuals and groups internal and external to the University. The Provost/VPA must be committed to recruiting minority students, faculty and staff, and have a team administration and strategic planning orientation to decision making. Including an appreciation for the role of students, faculty and staff in those decisions.

Applications: The position has a starting date as early as April 1, 1992, preferably no later than July 1, 1992. The screening of applications will begin immediately and will continue until the position is filled. Qualified candidates should submit a letter of interest, a complete vita, and names and telephone numbers of three references to: Dr. Flavio C. Killebrew, chairman, Provost/VPA Search Committee; West Texas State University; WTSU Box 397; Canyon, Texas 79016. Telephone: 806-656-2730; FAX: 806-656-2733.

West Texas State University is an equal employment opportunity employer.



SUPERINTENDENT-DISTRICT ADMINISTRATOR

Whitefish Bay (Milwaukee), Wisconsin

The School District of Whitefish Bay, a north shore suburb of Milwaukee, Wisconsin, is seeking a visionary leader with a passion for excellence in education and a commitment to the best education possible for all children.

Whitefish Bay has gained a national reputation for the quality of its students with over 90% of its graduates attending post-secondary schools and universities. There are four public schools in the District: two K-5 schools, a middle school (6-8), and a high school (9-12). Enrollments in the Fall of 1991 were 1,357, 522, and 784, respectively, for a total enrollment of 2,663. Minorities comprise 18% of the student body.

The District employs approximately 300 people. Three collective bargaining units represent the teachers, secretaries, and custodians. The District also includes a Community Service Center which provides recreational and adult programs for approximately 5,000 people annually. The annual budget approximates \$18 million.

Whitefish Bay is known as a village of fine homes, good government, and a first-rate school system. There is a strong sense of community pride and it offers a highly desirable quality of life. Its population of 14,000 is composed primarily of business and professional people.

The ideal candidate for this attractive opportunity will have experience as superintendent or as a senior administrator in a comparable district. This position requires a strong leader who inspires trust and motivates in a positive manner, emphasizes people over process and utilizes an inclusive management style.

Informal interviews may be conducted during the AASA convention in San Diego, February 21-24. Please phone for further information:

J. Morris Buchanan, Vice President
JOHNSON & ASSOCIATES, INC.
300 Galleria Place, Suite 400
Atlanta, GA 30339
Phone (404) 933-1953

The Whitefish Bay School District is an EQUAL OPPORTUNITY EMPLOYER and encourages applications from women and minorities.

Science: Full-time, tenure-track position to teach anatomy and physiology, embryology, and general biology. Advancement to associate professor level requires a Ph.D. degree and two years' college-level teaching experience required. Send application and curriculum vitae to: Department of Biology, University of Montana, P.O. Box 301, Missoula, MT 59717-0301 by February 28, 1992. AA/EEO.

Science Education: Faculty Position, University of Montana, School of Education. A tenure track position is currently available at the rank of Assistant Professor for Science Education. The applicant must have completed doctorate with an emphasis in teaching science methodology at all levels (elementary or secondary level) in order to be considered for this position. The position is in the Environmental Education, Interest in outdoor programs, and

teaching, interdisciplinary programs, and utilization of technology in the science curriculum is desirable. Public school experience and an M.S. degree in Science Education are required. Closing date for making application is March 2, 1992. Salary range is \$29,000 to \$33,000. The University of Montana is an affirmative action, equal opportunity employer. Send letter of interest and curriculum vitae to: Dr. Patricia Lamphere, Chair, Science Education Search Committee, School of Education, University of Montana, Missoula, Montana 59717-0301.

Secondary Education: Tenure track position available in August 1992. Applicant must have a doctorate completed at the time of application. The doctorate must include an area of study in secondary education.

Vice President for Academic Affairs DOANE COLLEGE

Doane College seeks nominations and applications for the position of Vice President for Academic Affairs/Dean, the chief academic officer of the college, reporting to the President. The Vice President is responsible for the academic programs, securing and developing faculty and support staff, creating academic budgets, initiating special academic programs and providing leadership for a distinctive college.

Doane College, Nebraska's oldest independent college, enjoys a national reputation for excellence in undergraduate education. The successful candidate must have a clear vision of distinctive undergraduate education and be able to articulate that vision in the context of Doane and be able to move a Long Range Plan forward.

Candidates should understand why other colleges are "emerging" as distinctive institutions. Candidates should understand great teaching and effective learning through liberal arts and pre-professional programs, traditional and non-traditional education, and independent, church-related education. A terminal degree and full-time undergraduate teaching experience are required. The college hopes to fill the position by July 1, 1992. The salary is competitive with Midwestern liberal arts colleges.

Doane College is located in Crete, Nebraska, part of the Lincoln metro area, and serves 720 residential and 600 non-residential students. Doane enjoys a \$25 million endowment and a long history of balanced budgets. In 1987, U.S. News and World Report identified the college as noteworthy among small, liberal arts colleges in the Midwest and West.

Submit nominations and applications to:

Fred D. Brown
President
Doane College
1014 Broadway Avenue
Crete, Nebraska 68333

Applications must include (1) letter from the candidate (two pages), (2) vita, (3) concise work sample (relevant work accomplished by the candidate, e.g., prospectus, proposal, analysis, plan or speech).

AA/EEO



VICE PRESIDENT for Finance and Administration

The University of Dallas invites applications and nominations for the position of Vice President for Finance and Administration. The VPA is the chief financial officer of the University directly responsible to the President for the direction, integrity, quality and administration of business affairs, budget preparation and control, physical plant, human resources, security and University services.

Applicants must hold an advanced degree in an appropriate field and have at least ten years' administrative experience preferably in higher education, involving the management and operation of business and financial affairs of a complex institution.

The University of Dallas is a highly selective Catholic University with an annual operating budget of \$23 million and current undergraduate and graduate enrollment of 3,000. Located in the Dallas/Ft. Worth area, the University is preparing for the future by initiating extensive campus renovations and construction in the 1990's coupled with a capital campaign sufficient to support the University's strategic plan. The University's youth, achievement, situation and promise offer the Vice President for Finance and Administration a unique opportunity to help determine its direction and future.

Direct nominations or letters of application with resumes to the attention of Dr. Robert Sasseen, President, University of Dallas, 1845 E. Northgate Drive, Irving, Texas 75062. Appointment date is August 1, 1992. Resumes should be submitted by March 10, 1992.

Teaching responsibilities will include teaching courses in the professional education curriculum as well as classroom management, structures of teaching and supervision. Public school teaching experience is preferred. Basic and advanced degrees in education are required. Send a letter of application, curriculum vitae, and three letters of reference to: Dr. Robert Sasseen, President, University of Dallas, 1845 E. Northgate Drive, Irving, Texas 75062. Appointment date is August 1, 1992. Resumes should be submitted by March 10, 1992.

Chukchi Campus, Kotzebue, Alaska. Salary: Depending on experience. Duties: Will be responsible for program coordination, development and instruction in Social Science areas; advising students; working as part of the instruction team; assisting in the development of new courses; and a variety of other duties. Send a letter of application, curriculum vitae, and three letters of reference to: Dr. Robert Sasseen, President, University of Dallas, 1845 E. Northgate Drive, Irving, Texas 75062. Appointment date is August 1, 1992. Resumes should be submitted by March 10, 1992.

Social Science Instructor/Assistant Professor, Field of Anthropology, Full-time, permanent, non-tenure position, subject to standard University renewal procedures. For permanent, tenure-track position. Location: University of Alaska, Fairbanks.

THE UNIVERSITY OF TEXAS AT BROWNSVILLE Vice President for Academic Affairs

The University of Texas at Brownsville seeks an energetic, progressive administrator who will provide leadership and vision to the university and its community college partner, Texas Southern College. The Vice President for Academic Affairs is the chief academic officer of the University and is responsible to the President for all operations relative to educational policy, academic planning, instructional programs, and faculty personnel actions. The University seeks an experienced leader and colleague for the faculty, an intelligent and articulate member of the senior management team, and a forceful advocate of innovation in classroom teaching, curricula design, and new program development.

The Vice President for Academic Affairs directs and supervises all instructional programs at the University including the College of Liberal Arts, the College of Science and Mathematics, the School of Business and Industry, the School of Health Sciences, the School of Education, and the Division of Continuing Education. The University serves 7,200 undergraduate and 330 graduate students with 212 full-time faculty. Academic degrees are offered in academic transfer and occupational and technical programs through Texas Southern College. Bachelor's degrees are offered with majors in Biology, English, Mathematics, Political Science, Sociology, Spanish, History, Criminal Justice, Business Administration and Education. Master's degrees are offered in interdisciplinary studies, Business and Education.

The University of Texas at Brownsville is one of fifteen component institutions operated by the University of Texas System. It is located on the southern tip of the state of Texas, 20 miles from the Gulf of Mexico and one block from the Texas-Mexico border. Its most unique characteristic is a recently formed partnership with Texas Southern College, a comprehensive community college located on a shared campus in Brownsville, Texas. The partnership allows for the university and the community college to operate with a consolidated administrative structure, combined faculty and a shared teaching mission to provide for continuity in curriculum, efficient use of resources, and high quality instructional programs.

Qualifications include an earned doctorate, successful college teaching experience, the ability to communicate effectively, a minimum of five years' administrative experience and a proven record of leadership in promoting educational innovation and improvement.

Salary: Competitive and commensurate with qualifications and experience. Starting Date: Preferably, early spring.

Application Deadline: Completed applications containing a letter of application, resume/vita, and three letters of recommendation should be received by January 31. Candidates invited to interview may be required to submit additional information by the State Search Committee. Applications should be sent to:

Office of the President
ATTN: Vice Presidential Search Committee
The University of Texas at Brownsville
Brownsville, Texas 78520

The University of Texas at Brownsville, in partnership with Texas Southern College, is an Affirmative Action, Equal Opportunity Employer.

CUESTA COLLEGE San Luis Obispo, California

Now accepting applications for the following fulltime position:

Application Deadline: 3/6/92, 4:00pm

VICE PRESIDENT Educational Services

• Doctorate preferred • Master's Degree required
• Senior administrative experience in higher education • Teaching and/or other experience, community college level preferred

Responsible for college's instructional programs.

Write or call for an application packet:

CUESTA COLLEGE
Personnel/AA Office
P.O. Box 8106
San Luis Obispo, CA 93403-8106
(805) 546-3127 Fax (805) 546-3907
Cuesta College is an EEO/AA Employer

unit filled. Minorities and women are encouraged to apply. Idaho State University is an Affirmative Action, Equal Opportunity Employer.

Social Work CSWE-accredited baccalaureate program in Idaho State University is seeking faculty for tenure-track position, the assistant professor level. Positions are open in MSW and at least two years' post-master's experience, doctorate preferred. Responsibilities include course instruction, advising students, and research. Send letter of application, curriculum vitae, and three letters of reference to: Dr. Donald Pierce, Program Director, Department of Social Work, Idaho State University, P.O. Box 814, Idaho State University, Pocatello, Idaho 83429. Indicate which position you are applying for in your letter. Open

PRESIDENT California State University, Northridge

The Chancellor and the Board of Trustees of the California State University system invite nominations and applications for the President of California State University, Northridge.

Created in 1988, California State University, Northridge recognizes undergraduate and graduate teaching, research and public service as its major responsibilities. Of these, undergraduate instruction has first priority. Located on 350 acres in the western section of the San Fernando Valley, 25 miles northwest of central Los Angeles, the university's 1,800 full and part-time faculty teach a student body of 30,000. The university, one of the largest in California, is organized into eight schools. Study in the liberal arts and sciences, and technological and professional programs, leads to bachelor's degrees in 49 fields and master's degrees in 40 fields. Over one-third of the students are members of ethnic minorities and 57% of the students are women. Approximately 10 percent of the enrollment lives in campus dormitories and thousands more reside in nearby apartments. The university also operates a satellite campus center in Ventura County serving more than 1,000 students.

Nominees or applicants must have the energy and vision to lead a multicultural, multipurpose, public university, situated in a diverse metropolitan area. Candidates must be experienced at working cooperatively with faculty, students and staff; committed to expanding the relationship the university enjoys with the community; skilled in external relations and able to focus university advancement programs including alumni relations and fund raising activities; committed to clear, strong leadership in affirmative action and educational equity; capable of coordinating the administration of a complex organization; and able to build upon the strong base of a well managed institution. They should have attained academic excellence both in teaching and scholarship. They also must demonstrate successful administrative skills and collegial leadership, preferably in an institution of higher education, and be prepared to function in a collective bargaining environment.

The President is the chief executive officer of the campus and is responsible to the Board of Trustees through the Chancellor.

Nominations and applications with current resumes should be sent to:

The Chancellor
The California State University
400 Golden Shore, Suite 324
Long Beach, California 90802-4275

Review of resumes will begin on February 14, 1992.

An Equal Opportunity Employer
Women and ethnic minorities are encouraged to become candidates.

A campus of The California State University system.



Shawnee State University Portsmouth, Ohio 45662

VICE PRESIDENT FOR BUSINESS AFFAIRS

Shawnee State University was established in 1986 as the newest of the 13 state-assisted public universities of Ohio. Located in Portsmouth, Ohio on the Ohio River, the University is experiencing rapid growth in student enrollments, curriculum, and physical plant. The region abounds in outdoor recreational and family-oriented activities.

The Vice President is responsible for the controllership function, budgeting, physical facilities, personnel, computing, and purchasing. Applicants must have an understanding of these areas, knowledge of university fund accounting, proven collegial management skills, and other abilities presented in the official job description. An MBA degree is required; CPA, J.D., and/or Ph.D. preferred.

For a job description and additional information telephone 614-355-2280, or write Ms. Elinda Boyles, Director of Personnel, Shawnee State University, 840 Second Street, Portsmouth, OH 45662.

Applicants will be screened on February 15 and until the position is filled.

Shawnee State seeks staff who share our commitment to students as our first priority.

Shawnee State University is an affirmative action, equal opportunity employer; minorities, disabled persons, and Vietnam-era veterans are encouraged to apply.

Send letter, resume and three references to: Dr. David Allen, Chair, Division of Social Work, Shawnee State University, 840 Second Street, Portsmouth, Ohio 45662. Appointment date is August 1, 1992. Resumes should be submitted by March 10, 1992.

Social Work Faculty Position: The University of Vermont, Department of Social Work, is seeking a tenure-track position, rank of Assistant or Associate Professor, to teach and supervise students in the BSW and MSW programs. The successful candidate will be responsible for the overall coordination of the program, administrative duties, and teaching in areas of policy, practice, and research. Send letter of application, curriculum vitae, and three letters of reference to: Dr. Donald Pierce, Program Director, Department of Social Work, Idaho State University, P.O. Box 814, Idaho State University, Pocatello, Idaho 83429. Indicate which position you are applying for in your letter. Open

WALSH COLLEGE is searching for a new president

who, for the first time in its history, will not be a member of the religious order which founded the College. This creates an extraordinary opportunity for a dedicated Roman Catholic educator who is willing and able to build on the firm foundation established by the Brothers of Christian Instruction over the last third of a century.

Recently reaccredited for the next decade by the North Central Association, Walsh College is virtually debt-free. Though not without financial concerns shared by most independent liberal arts colleges, Walsh is a stable institution with a pattern of enrollment growth and new program development.

The president, of course, will have to have strong communication skills, fiscal competence, fund-raising capability, and a commitment to collegiality in decision-making, though these practical attributes must be balanced by vision, courage, compassion, spirituality, and sensitivity to gender issues. Walsh faculty and students have a right to that kind of leadership.

The College, a baccalaureate institution with some graduate programs, has a well-credentialed faculty of 110 members, a coeducational student body of 1536, of whom 44% are of non-traditional age. The president will be expected to have an earned terminal degree and, ideally, will have had experience in a private liberal arts college both as teacher and administrator.

Compensation will be competitive. Deadline for application: February 15, 1992. The new president will take office on July 1, 1992. He/she will be expected to lead the institution into the next century.

Applicants are invited to accompany their curriculum vitae with a letter explaining how they will meet the educational challenges of the 1990's, addressed to:

Brother Jerome Lessard, F.I.C.
Chairman, Presidential Search Committee
Walsh College
2020 East St. N.W.
North Canton, Ohio 44720-3396

An Equal Opportunity, Affirmative Action Employer

SPELMAN COLLEGE Vice President for Institutional Advancement

Spelman College, a leading private, historically black liberal arts college for women, located in Atlanta, Georgia, is seeking a Vice President for Institutional Advancement.

The Vice President will be responsible for the overall planning, management and leadership of development, alumni relations and communications activities for the College, both for ongoing programs, and for the College's major initiatives. Reporting directly to the President, and working closely and independently with the College's prestigious volunteer leadership, the Vice President will design and orchestrate the identification, cultivation and solicitation of the College's most important supporters in the corporate, foundation and individual donor communities.

Qualified candidates will possess sensitivity, maturity, enthusiasm and humor. The Vice President should have 8-10 years of increasingly responsible experience in advancement, preferably within a higher education setting, and be familiar with all the functions of the advancement operation. Success in major gifts and direct solicitation, particularly within a campaign context, is highly desirable.

The Vice President should have excellent communication and leadership skills, and will possess a great appreciation for the unique challenges of women's higher education and the unique responsibility of Spelman College.

The position of Vice President for Institutional Advancement will be filled upon the identification and recruitment of the right candidate. Salary is very competitive and commensurate with experience.

Nominations and applications should be directed to:

Barbara R. Wille, Vice President
Vice President, Executive Search
James & Roche, Inc.
619 Cornsboro Road
Building Three, Suite 110
Rossmore, PA 19101

Spelman College is an Equal Opportunity Employer

Send letter, resume and three references to: Dr. David Allen, Chair, Division of Social Work, Shawnee State University, 840 Second Street, Portsmouth, Ohio 45662. Appointment date is August 1, 1992. Resumes should be submitted by March 10, 1992.

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BROWN UNIVERSITY

Brown University is currently seeking three senior level fundraising professionals to help lead the University in a comprehensive, constituency-wide campaign.

Associate Vice President—Bio-Medical Fundraising

Job # AWC 276
The School of Medicine, founded in 1972 and currently recognized as one of the most successful medical programs in the country, has over 350 full-time faculty based on campus and in eight affiliated teaching hospitals. The School's curriculum is considered a model for innovative medical education.

The Associate Vice President of Bio-Medical Fundraising will report directly to the Vice President for Development, and will work closely with the Dean of Medicine and Biological Sciences and the University Provost. The selected candidate will be responsible for all fundraising activities and programs related to the biological sciences and the medical school and will oversee a staff dedicated to bio-medical fundraising.

The chosen candidate will have a minimum of 10 years of successful fundraising experience and demonstrated expertise in planning and executing significant fundraising efforts in a medical school or health care facility. She/he will possess outstanding management and communication skills. Bachelor's degree required, advanced degree highly desirable.

Director of Leadership Gifts

Job # AWC 274
The Director of Leadership Gifts will report directly to the Vice President for Development and will be responsible for the identification, cultivation, and solicitation of prospects in the \$100,000-\$2,000,000.00 range. She/he will direct a 15-person staff and will assume primary responsibility for the management of leadership gift prospects and the recruitment and support of all leadership-level campaign volunteers.

The chosen candidate will have a minimum of 8 years' successful fundraising experience (including campaign experience) in a college/university environment as well as a proven record of prospect management experience at the major or leadership gifts level. She/he will have demonstrated proficiency in the recruitment, training, and management of fundraising professionals and volunteers.

Campaign Director/New York Area

Job # AWC 275
The Campaign Director will report to the Director of Principal Gifts and will join a four-person office in New York City. She/he will be responsible for the cultivation and solicitation of prospects capable of giving \$2,000,000.00 and above and who reside in the Greater New York metropolitan area. In addition, she/he will work closely with and provide support to the campaign leadership based in New York, including the University Chancellor and the Executive Campaign Chair.

The chosen candidate will have a minimum of 6 years of successful fundraising experience in a large college/university environment, a major New York non-profit with demonstrated prospect management ability. Bachelor's degree required, advanced degrees highly preferred.

Qualified candidates should send letter of application, resume, and salary requirements along with the appropriate job number to Brown University, Assistant Vice President, Development Operations and Support, Box 1883, Providence, Rhode Island 02912. Women and minorities are encouraged to apply. Brown is an EEO/AA Employer.

Send letter, resume and three references to: Dr. David Allen, Chair, Division of Social Work, Shawnee State University, 840 Second Street, Portsmouth, Ohio 45662. Appointment date is August 1, 1992. Resumes should be submitted by March 10, 1992.

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End Paper



"PHOTOGRAPHY IN NINETEENTH-CENTURY AMERICA." FRANKLIN D. MURPHY, PLATINUM PRINT, 1890-1900

Preserving the Past for the Future

NOT LONG AFTER THE INVENTION OF PHOTOGRAPHY, it was widely acknowledged that photographs had a particular utility as historical documents, capable of bringing the distant near and preserving the past for the future. "Posterity, by the agency of photography, will view the faithful image of our times," Englishman Lake Price wrote in 1858. "The future student, in turning the pages of history, may at the same time look on the very skin, into the very eyes, of those long since mouldered to dust, whose lives and deeds he traces in the text."

For American essayist Oliver Wendell Holmes, writing the following year, the extraordinary detail preserved in a photographic image made a "perfect photograph . . . absolutely inexhaustible" as a source of information. Late-twentieth-century advances in electronic imaging, which permit the manipulation and alteration of photographic images, make it difficult for us to maintain this faith in the fundamental authenticity of contemporary photographs. But the close visual correspondence between the subject photographed and the photographic image makes most nineteenth-century photographs apt subjects for historical inquiry.

"Photography in Nineteenth-Century America," an exhibition of 151 framed prints, daguerotypes, books, albums, and stereographs, will be at the Mead Art Museum at Amherst College from February 1 through April 5.

The text above is by Martha A. Sandweiss, director of the Mead Art Museum. It is excerpted from the exhibition's accompanying book, which is edited by Ms. Sandweiss and co-published by the Amon Carter Museum and Harry N. Abrams Inc.

Ways & Means

President Bush plans to appoint the controversial Carol Lammone to the Board of Trustees of the Woodrow Wilson International Center for Scholars, according to Charles Blitzer, the center's director.

The Woodrow Wilson Center, a federally supported research institution, has a board appointed by the President. No Senate confirmation is required.

Ms. Lammone, a teacher and administrator in the Gallatin Division of New York University, was the subject of a bitter political battle last spring after the President nominated her to a seat on the National Council on the Humanities, the advisory board for the National Endowment on the Humanities.

The Senate Labor and Human Resources Committee killed her nomination in July. NEH Chairman Lynne V. Cheney decried Ms. Lammone's rejection, saying she had been rejected because of her conservative political views.

Opponents of the nomination said they had fought the nomination because she did not have a distinguished record as a scholar.

Last week, some critics of Ms. Lammone privately said they believed that the Administration had awarded her this appointment as a "consolation prize."

They also said Ms. Cheney, who is a member of the Wilson board, had played a role in persuading the Administration to select Ms. Lammone for a post that could not be blocked by the Senate.

Ms. Lammone was unavailable for comment. A spokeswoman for Mrs. Cheney said she had played no role in the appointment, adding: "If Lynne Cheney is doing all the things that everyone accuses her of doing, then she'd have no time to run the endowment. If she was such a superwoman, I'd send her my laundry."

Mississippi Gov. Kirk Fordice set off a controversy last week when he said he would call out the National Guard if the U.S. Supreme Court ordered improvements in the state's historically black colleges that would require a tax increase.

Mr. Fordice, a Republican, made the comments in response to a question while speaking at the Mississippi Press Association. Asked what he would do if the Supreme Court ordered a tax increase, he said: "We may have to call out the National Guard, because I'm not going to do it."

The Supreme Court is now considering a desegregation case in which supporters of the state's black colleges have asked for judicial orders to require more state support for the institutions.

After the Governor's remarks were criticized, aides said he had not been understood. Johnna Plummer, the Governor's press secretary, said: "He was using a strong metaphor to illustrate how opposed he is to raising taxes. He did not literally mean that he was going to call out the Guard."

Government & Politics

Justice Department Ends Its Antitrust Inquiry at 19 Colleges; Their Leaders Express Relief

But the absence of notification letters to other institutions leaves their presidents worried

By SCOTT JASCHIK

WASHINGTON

The Justice Department last week sent letters to 19 colleges and universities to notify them that they were no longer under investigation for possible violations of federal antitrust laws.

Officials at the colleges said they were

glad to have the inquiry end. They said they had never violated antitrust laws, but had been forced to spend hundreds of thousands of dollars on legal fees because of the probe.

Said Michele Toleda Myers, president of Denison University: "We're very pleased to have this end. We never felt we were

doing any kind of collusion or price fixing."

But while some college presidents were celebrating, others were still worrying. No members of the Overlap Group, which has been at the center of the Justice Department investigation, reported receiving a letter from the Justice Department last week.

The Justice Department inquiry, which started in 1989, concerned allegations that some private colleges shared information about tuition rates and financial-aid awards in a way that violated federal antitrust laws. The Justice Department has never released a list of all of the colleges in the probe, but 57 institutions have confirmed that the department requested documents from them for the inquiry.

Settlement With Ivy League Colleges

All 23 members of the Overlap Group were among the 57. The Overlap Group is an organization of prestigious private colleges in the Northeast that—until the inquiry began—met annually to compare financial-aid awards being offered to prospective students.

Last May the department reached a settlement with the eight Ivy League institutions, under which they would stop participating in Overlap Group activities. At the same time, the department formally charged the Massachusetts Institute of Technology, another Overlap member, with violating antitrust laws when it would not join in the agreement.

The department has taken no action against the remaining 14 members of the group, but none of them was cleared by the department last week. Officials of those institutions, who asked not to be identified, said they did not know if the Justice

Continued on Page A27

Some U.S. Budget Gains Likely for Science, but Little Increase for Student Aid

By THOMAS J. DELOUGHRY

WASHINGTON

College officials expect President Bush to seek meager increases for student aid and biomedical research, but large increases for some other kinds of scientific research when he sends his budget request for fiscal 1993 to Congress this week.

The mounting federal deficit and a 1990 agreement between Congress and the White House are expected to limit spending for the 1993 fiscal year, which begins in October. Most Washington observers expect the Bush Administration to concentrate its proposed increases on programs that will serve the President's political interests as he seeks re-election.

Mr. Bush announced one such priority last week, indicating that he would keep a promise made at the 1989 "Education Summit" in Charlottesville, Va., by requesting a \$600-million increase in the \$2.2-billion Head Start program for disadvantaged preschool children.

Major Increases for NSF

The White House also appears to be prepared to continue its campaign for major increases in the budget of the National Science Foundation. The President is expected to request a raise of about 18 per cent for fiscal 1993. Part of the additional money would go for major new NSF efforts in manufacturing and environmental research and new governmentwide programs in biotechnology and advanced materials.

The Administration is also expected to request a 34-per-cent increase for the Superconducting Supercollider, which is being constructed near Dallas. That would bring

the supercollider's budget to \$650-million, and supporters and critics are preparing for a major fight over the request.

Though many details about the budget are still unclear, college lobbyists here say they're not expecting big increases for Pell Grants, health research, or other programs because of the terms of the 1990 budget agreement. That five-year accord limits spending for domestic discretionary programs—which exclude benefit programs like Medicaid—to \$207-billion, an increase

Continued on Page A28

Judge Finds Discrimination Against Hispanics in Texas System; Corrective Plan Ordered

By KATHERINE S. MANGAN

AUSTIN, TEX.

A state judge ruled last week that Texas's higher-education system has discriminated against Hispanic citizens.

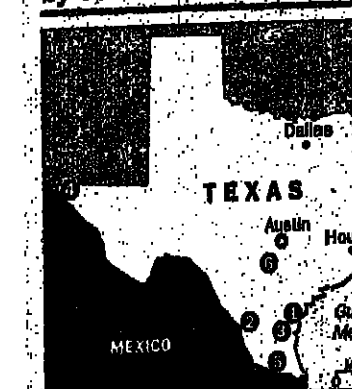
The ruling, which stunned political leaders, appeared to contradict the findings of a jury in the same case. It was a victory for Hispanic groups that claim the state discriminates against residents of the predominantly Hispanic South Texas region.

State District Judge Benjamin Eureski, Jr., gave the state until May 1993 to propose a plan to correct inequities in its formulas for financing public colleges and universities and for insuring equal treatment for the six four-year colleges in South Texas. If the state fails to do so, the judge said he would freeze state payments to all public colleges.

Lawyers for the state said they would almost certainly appeal the ruling, which,

Continued on Page A30

Institutions Covered by Texas Court Decision



1. Corpus Christi State University
2. Laredo State University
3. Texas A&M University
4. University of Texas at El Paso
5. University of Texas-Pan American
6. University of Texas at San Antonio

CHRONICLE MAP BY GUY GRADWYN

Campaign Draws Attention to Idea of Linking Student Loans, Service

Continued From Page A1
issued by several key members of Congress in 1989. That proposal would have required students to perform national service as a condition of receiving aid. Many educators attacked the idea as discriminatory because it placed extra burdens on students from needy families.

While some college students and officials praise Mr. Clinton's concept as a way to generate enthusiasm for public service and political support for student aid, many others fault it for its lack of specificity.

Gov. Bill Clinton, who has made national service part of his campaign, says the idea could "revolutionize the social landscape of America."

They say the Clinton plan would not solve other key student-aid problems, such as helping students reduce indebtedness or reducing defaults.

The Clinton proposal, critics also say, appears more tailored to middle-class, 18-to-22-year-olds, rather than the growing numbers of non-traditional students.

U.S. Sen. Bob Kerrey of Nebraska, one of Mr. Clinton's rivals for the Democratic nomination, has attacked the plan. Senator Kerrey says that "national service should be an active part of every American child's life," but that treating it as "a ticket to go to college" is wrong.

Several other Democratic candidates have also criticized the plan, but their attacks have presumed—incorrectly—that Mr. Clinton's proposal would mandate national service in exchange for aid.

Precise details of the Clinton plan have not yet been determined. John Kroger, deputy national-issues director for Mr. Clinton, says the campaign organization is not equipped to develop such a plan.

But the principles are clear, and they reflect the "responsibility" theme that Mr. Clinton is championing on the campaign trail.

'Opportunity and Flexibility'

Mr. Clinton envisions a national direct-loan system open to every student. Because students would have the option of repaying their loans through national service or as a proportion of their income, Mr. Kroger says, "it expands opportunity and flexibility" and "decreases the burden" that some students now face when they graduate with heavy debts.

Mr. Kroger says the campaign has not determined whether the program would be open to students at for-profit trade schools, or whether it would continue the current policy of covering students' interest payments while in school.

The campaign has also been vague about the program's cost, although at one point officials estimated it would require at least the

same amount of money now tied up in the guaranteed student-loan program—\$12- to \$13-billion. Mr. Clinton says he would pay for it with some of the money now going to the student-loan program and with a portion of the "peace dividend" realized by cuts in defense spending.

The costs of the program would be incurred in the creation of the initial loan fund, the money lost when student-loans are forgiven, and perhaps a portion of the salaries of the workers in national service. Campaign officials say the number of defaults would be minimized by involving the Internal Revenue Service or some new agency in collections.

Michael K. Hooker, president of the University of Maryland-Baltimore County, is among those who are sold on the proposal. A former VISTA volunteer, Mr. Hooker says he likes the plan because it encourages service. And, he adds, the plan "is not punitive" for students who choose to repay the loans but want to enter lower-paying professions.

Pilot Program Planned

Joseph Duffey, president of American University, is equally enthusiastic. He was one of the few college presidents to endorse the earlier proposal for mandatory national service. "The campaign is giving momentum to the idea," he says. "It's an idea that really should be confronted."

Under a law enacted in 1990, a new Commission on National and Community Service will oversee a pilot program that will help states offer students vouchers toward tuition for each year they have



Lee Knight: Despite the appeal of national service tied to student loans, she foresees drawbacks for people with low-paying jobs.

worked in an approved community-service project. Up to eight states will be selected to participate in the program.

Mr. Duffey says he favors an even broader program. He laments the lack of opportunities for Americans from different segments of society to work together, and says a broad national-service program could redress that. Mr. Duffey also says that student-aid programs could reap political benefits from the Clinton plan. "It's one of the

most promising routes to get more money to loan programs."

A sampling of student opinion shows a wide range of opinions. Pete Weber, a sophomore at the University of Iowa, says the program has some appeal. "I guess I would have gone to a better school or what some people would call a better school—a more expensive school—if I had the opportunity to get more money," he says.

Steve Zimmer, a senior at Goucher College, says national service "could be a very powerful and uplifting experience" for students, but "I don't think it's something that everyone would do."

Like Senator Kerrey, Mr. Zimmer says he fears the program could create the wrong motivation for service. Citing his own case, Mr. Zimmer says he is about to graduate, \$15,000 in debt. If he had the chance to write off that debt through national service, Mr. Zimmer says, "I'd probably do it, and I'd be doing it for the wrong reasons."

'Really Good New Option'

Lee Knight, a senior and student-government president at the University of Arizona, calls the plan "a really good new option," because it could encourage more students to perform national service. But she says such work would not appeal to all students, and the income-contingent repayment system has some drawbacks.

"The people who have the lowest-paying jobs pay the longest," she says.

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With the debate over the 1993 budget about to begin, scholars are

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Officials at the NEH deny these charges, saying they too were disappointed by Congress's appropriation for the Challenge Grant Program. They say the cuts were made without their approval and the decision to make the reductions was unconnected to the staff moves.

Changes Defended

To back up their claim, they say that the Administration last January requested a \$1-million increase to the Challenge Grant Program for fiscal 1992. But humanities scholars, upset by the staff changes and the budget cuts, say that the NEH leadership had changed its feelings about the Challenge Grants by the time Congress was considering the NEH budget.

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Mr. Cherrington says: "Certainly, these budget cuts were not something we ever encouraged. When the House of Representa-

tives reduced our Challenge Grant request, they knew nothing about the reorganization. The two things were done independently."

But John Hammer, the director of the National Humanities Alliance, says, "At the time of the budget decisions, I speculated that there had been a checking back and forth" between the NEH and Congress over the issue, as Congressional aides have confirmed.

"And I can't find any evidence that the NEH protested the budget cut," he adds.

Says Stanley Katz, the president of the American Council of Learned Societies: "I've wondered whether the fact that there was this peculiar reorganization of the Challenge Grants Office, which appeared to be diminishing the importance of Challenge Grants at NEH, making it so there would no longer be a central program, had influenced Congress's decision."

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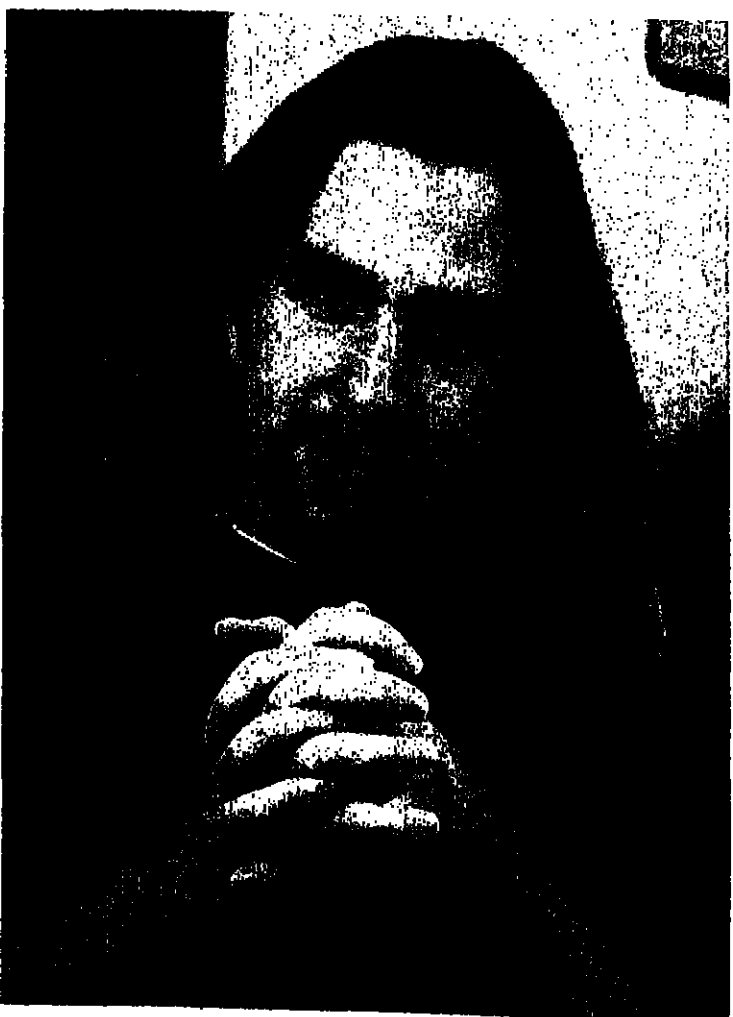
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David L. Warren, president of Ohio Wesleyan University, said: "I'm relieved that what has been an expensive, extended, and unfortunate investigation is over."

Ohio Wesleyan spent about \$200,000 on legal fees, Mr. Warren said, "an amount which is enough to drive tuition up."

Justin T. Phair, vice-president for public relations at Goucher Col-

lege, said: "We're pleased, but we knew we never violated anything to begin with. And it's all been very costly."

Presidents of the 15 non-Overlap colleges included in the Justice Department investigation that did not hear from the department last week said they were encouraged by the news that the investigation appeared to be ending. Ruth A. Schmidt, the president of Agnes

Scott College, said she had assumed all along that no charges would be brought against the college. "This has been a terrible waste," she said.

Richard F. Rosser, president of the National Association of Independent Colleges and Universities, said last week's letters from the Justice Department indicated that the inquiry had been "an extraordinary fishing expedition."

Said Mr. Rosser: "I think it's quite tragic that this investigation began in the first place."

Ms. Talamona of the Justice Department said she would not comment on the complaints of the college officials.

Jack Goodman provided research assistance for this article.

Campaign Draws Attention to Idea of Linking Student Loans, Service

Continued From Page A1

issued by several key members of Congress in 1989. That proposal would have required students to perform national service as a condition of receiving aid. Many educators attacked the idea as discriminatory because it placed extra burdens on students from needy families.

While some college students and officials praise Mr. Clinton's concept as a way to generate enthusiasm for public service and political support for student aid, many others fault it for its lack of specificity.

Gov. Bill Clinton, who has made national service part of his campaign, says the idea could "revolutionize the social landscape of America."

They say the Clinton plan would not solve other key student-aid problems, such as helping students reduce indebtedness or reducing defaults.

The Clinton proposal, critics also say, appears more tailored to middle-class, 18-to-22-year-olds, rather than the growing numbers of non-traditional students.

U.S. Sen. Bob Kerrey of Nebraska, one of Mr. Clinton's rivals for the Democratic nomination, has attacked the plan. Senator Kerrey says that "national service should be an active part of every American child's life," but that treating it as "a ticket to go to college" is wrong.

Several other Democratic candidates have also criticized the plan, but their attacks have presumed—incorrectly—that Mr. Clinton's proposal would mandate national service in exchange for aid.

Precise details of the Clinton plan have not yet been determined. John Kroger, deputy national-issues director for Mr. Clinton, says the campaign organization is not equipped to develop such a plan.

But the principles are clear, and they reflect the "responsibility" theme that Mr. Clinton is championing on the campaign trail.

'Opportunity and Flexibility'

Mr. Clinton envisions a national direct-loan system open to every student. Because students would have the option of repaying their loans through national service or as a proportion of their income, Mr. Kroger says, "it expands opportunity and flexibility" and "decreases the burden" that some students now face when they graduate with heavy debts.

Mr. Kroger says the campaign has not determined whether the program would be open to students at for-profit trade schools, or whether it would continue the current policy of covering students' interest payments while in school.

The campaign has also been vague about the program's cost, although at one point officials estimated it would require at least the

same amount of money now tied up in the guaranteed student-loan program—\$12- to \$13-billion. Mr. Clinton says he would pay for it with some of the money now going to the student-loan program and with a portion of the "peace dividend" realized by cuts in defense spending.

The costs of the program would be incurred in the creation of the initial loan fund, the money lost when student-loans are forgiven, and perhaps a portion of the salaries of the workers in national service. Campaign officials say the number of defaults would be minimized by involving the Internal Revenue Service or some new agency in collections.

Michael K. Hooker, president of the University of Maryland-Baltimore County, is among those who are sold on the proposal. A former VISTA volunteer, Mr. Hooker says he likes the plan because it encourages service. And, he adds, the plan "is not punitive" for students who choose to repay the loans but want to enter lower-paying professions.

Pilot Program Planned

Joseph Duffey, president of American University, is equally enthusiastic. He was one of the few college presidents to endorse the earlier proposal for mandatory national service. "The campaign is giving momentum to the idea," he says. "It's an idea that really should be confronted."

Under a law enacted in 1990, a new Commission on National and Community Service will oversee a pilot program that will help states offer students vouchers toward tuition for each year they have



Lee Knight: Despite the appeal of national service tied to student loans, she foresees drawbacks for people with low-paying jobs.

worked in an approved community-service project. Up to eight states will be selected to participate in the program.

Mr. Duffey says he favors an even broader program. He laments the lack of opportunities for Americans from different segments of society to work together, and says a broad national-service program could redress that. Mr. Duffey also says that student-aid programs could reap political benefits from the Clinton plan. "It's one of the

most promising routes to get more money to loan programs." A sampling of student opinion shows a wide range of opinions. Pete Weber, a sophomore at the University of Iowa, says the program has some appeal. "I guess I would have gone to a better school or what some people would call a better school—a more expensive school—if I had the opportunity to get more money," he says.

Steve Zimmer, a senior at Goucher College, says national service "could be a very powerful and uplifting experience" for students, but "I don't think it's something that everyone would do."

Like Senator Kerrey, Mr. Zimmer says he fears the program could create the wrong motivation for service. Citing his own case, Mr. Zimmer says he is about to graduate, \$15,000 in debt. If he had the chance to write off that debt through national service, Mr. Zimmer says, "I'd probably do it, and I'd be doing it for the wrong reasons."

'Really Good New Option'

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Big Gains Likely in Science, Not in Student Aid

Continued From Page A25

of only \$5-billion over fiscal 1992. Health researchers are glumly predicting that President Bush will ask for an increase of between 3 and 4 per cent for the National Institutes of Health. "It's absurd to have an agency as productive as the NIH has been over the past four decades get such small increases," said David B. Moore, the assistant director of governmental relations at the Association of American Medical Colleges. "They're slowly strangling it."

Bernadine P. Healy, the director of the NIH, conceded in an interview last week that she was "disappointed" with the Administration's budget request. "But there are competing Administration priorities, and this year, Head Start—which I think is a very important program—is the No. 1 priority," she said. "We've got to respect competing priorities."

Similar to 1991 Proposals

As for student aid, college officials and Congressional aides expect the Administration's 1993 budget figures to be based on proposals for restructuring aid programs that will be similar to those

the White House put forth last year in its plan for reauthorizing the Higher Education Act. The Administration's proposals, which Congressional committees have rejected in their debates on reauthorization, would hold student-aid spending constant and redistribute the funds so that the neediest students got larger grants.

"I'm not expecting anything that we can enthusiastically stand up and beat our chests about," Edward M. Elmendorf, vice-president for government relations for the American Association of State Colleges and Universities, said of the Administration's proposals.

Hopes for a larger student-aid budget in fiscal 1993 may ride on the speed with which Congress approves a new Higher Education Act. If the bill's stewards in Congress keep to their schedules and approve a reauthorization bill by the summer, the Appropriations Committee may feel obliged to provide aid programs with increases when they complete work on budget bills in the fall. Such increases would take effect in the 1993-94 academic year.

If Congress and the White House fail to agree on a higher-education law by the summer, lawmakers

could opt to be stingy for 1993 and to save any possible increases for fiscal 1994, which will provide aid for the 1994-95 academic year.

Even if reauthorization is done in time to affect the fiscal 1993 budget, students and college officials expect that the 1990 budget agreement and the President's emphasis on finding money for Head Start will limit student-aid increases.

Many in higher education are calling for a new budget agreement

The Administration is expected to concentrate proposed increases on programs that will serve the President's interests as he seeks re-election.

that would not include the current prohibitions on moving funds between domestic and defense accounts. They hope that cuts in the Pentagon budget will create "a peace dividend" that could be spent on education, health care, and other programs.

Advocates for increased spending on various domestic programs—including health care, housing, and welfare—already have begun banding together to persuade lawmakers to rewrite the budget agreement. "The Campaign for New Priorities" and the "Invest in America Working Group" are among the coalitions that have been formed in Washington to push social programs to the top of the government's spending list.

The National Education Association has been active in organizing the alliances, but other education groups have been absent so far. Bob Chase, vice-president of the association, said: "Hopefully, groups in higher education will buy into the program. I think all of the organizations involved understand only too well that to be single-issue focused just doesn't work."

Promoting Economic Recovery

Education lobbyists say they are prepared to accept Mr. Chase's invitation. Arnold L. Mitchem, president of the Committee for Education Funding, said that his group was considering membership in "The Campaign for New Priorities." The Committee for Education Funding is a 23-year-old coalition of about 100 education organizations—including the American Council on Education and other

higher-education groups—that lobbies Congress for larger education budgets.

"The budget agreement is premised on factors that are no longer," Mr. Mitchem said, noting the dissolution of the Soviet Union. "We really need to do what we can to promote our economic recovery, and a big part of that is getting serious about education," he added. "That's our national security now."

Others in Washington who support a new budget agreement warn, however, that educators and others should not view a new accord as a path to riches. They argue that any new agreement would probably trim the Pentagon budget by \$5 billion to \$10-billion a year and education and health programs would be fortunate to receive half that amount.

They could receive even less if lawmakers opt to cut taxes as some have proposed or to put the savings toward reducing the deficit as others have recommended. Still others have proposed putting the money into public-works projects that, they say, would create jobs and aid the nation's recovery from the recession.

Stephen Burd, Colleen Cordes, and Kim A. McDonald contributed to this article.

Government & Politics

Government & Politics

Many Academics Praise Science Foundation's New Director—and Await His First Budget

By COLLEEN CORDES WASHINGTON

Walter E. Massey has brought a new—and many researchers say welcome—political style to the job of director of the National Science Foundation.

Mr. Massey, more than his predecessor and many politicians who deal with science policy, is praised for his keen understanding of academic science.

"I have heard only warm praise and encouragement for him," said John C. Crowley, who directs the Washington office of the Massachusetts Institute of Technology.

Erich Bloch, Mr. Massey's predecessor, came to the NSF after serving as a vice-president of IBM. His supporters maintained that his strong leadership led to bigger budgets and programs that were more relevant to the nation's needs.

But critics accused Mr. Bloch, an electrical engineer, of over-emphasizing research of interest to businesses to the detriment of the most fundamental research at universities. They complained that he created too many research centers at a time when individual researchers were desperate for more support. And they criticized his sometimes pugnacious style.

In contrast, many science-policy experts say Mr. Massey, who assumed the post last March, is living up to his reputation as a consensus builder. A physicist who was formerly the vice-president for research at the University of Chicago, Mr. Massey is widely perceived as being well informed and sympathetic to the concerns of universities and researchers.

In a recent interview, Mr. Massey demonstrated the sympathetic view of academic science that has impressed university researchers, particularly in comparison with some members of Congress and some Department of Health and Human Services officials.

18% Increase Anticipated

Scientists say they will have a better sense of Mr. Massey's priorities this week, when President Bush unveils his budget proposal for fiscal 1993. The proposal, the first of Mr. Massey's tenure, is expected to include an increase of about 18 per cent for the foundation, including an 18-per-cent rise in the amount available for research and major new initiatives in manufacturing and environmental research.

Noting the new effort in manufacturing research, some policy experts say Mr. Massey shares Mr. Bloch's interest in economic competitiveness and in science and engineering research of interest to industry, which sparked controversy for Mr. Bloch.

But they add that Mr. Massey has pursued those interests in a lower key. They credit him with striking a better balance so far between such research and the new centers that partly support it, on the one hand, and a strong emphasis on individual researchers on the other.

Many scientists say they are pleased that the NSF has stopped creating new science and technology research centers, at least for the present. The engineering office will hold a competition this year for about seven new engineering research centers. But the foundation did not sponsor a competition for new science centers last year, and is planning none for fiscal 1992 or



Walter E. Massey emphasizes his concern about how universities and the federal government will respond to recent public challenges to academic integrity.

1993, according to a foundation official.

Instead, Mr. Massey is concentrating on increasing the average size and length of grants to individual researchers, as well as the size of awards to existing centers, the official said.

In a recent interview, Mr. Massey demonstrated the sympathetic view of academic science that has impressed university researchers, particularly in comparison with some members of Congress and some Department of Health and Human Services officials.

But he also called on universities to be assertive, instead of lying low and waiting for the problems that

only admitting that universities have made mistakes that they have corrected—or will correct—but also emphasizing the contributions that universities make. It worries him that universities may count on just riding out the controversy.

"It's as if there's a hunkering down in the community," he said. "What scares me the most," he added, is that people with the best intentions will take steps that will harm academic research.

Apparently referring to efforts in the Administration and Congress to revise the system of reimbursing universities for research overhead, he said: "I think universities are one of our nation's most valuable

portion of federal money spent on the direct costs of research by placing new limits on overhead. They are asking whether universities shouldn't pay more overhead costs themselves, since they too benefit from the research.

Mr. Massey said the government must be assured that it is not contributing more than the real costs of research, that universities are spending federal money properly, and that they are keeping the records to prove it.

But he added that he hoped the government would continue to pay the real costs of research—including overhead—because the investment has proved so worthwhile.

Some in Congress and the Administration argue that the revelations about improper charges indicate that overhead rates could be cut as a way of pushing universities to weed out wasteful spending. Mr. Massey, however, said the actual overhead costs that universities incur have been rising, especially the costs of renovating research facilities.

"I don't start from the position that there is a great amount of waste that we can recover and put into research," Mr. Massey said.

Visits to Labs

He encouraged scientists to invite lawmakers to visit their laboratories to see what federal support for academic research really means to their district or state.

On other matters, Mr. Massey said the proportion of the foundation's budget that goes to education "is about right now," although he would like to see spending for both education and individual research awards continue to rise. The budget for the foundation's activities for fiscal 1992 is about \$2.7 billion.

About 17 per cent will go to its education office.

Although the education budget remains much smaller than the research budget, it has been growing at a much more rapid rate.

As for the debate about whether scientists at universities focus too much on research to the detriment of undergraduate education, Mr. Massey said he was concerned not with whether researchers were spending enough time teaching but with how they are teaching.

Foundation's Top Priority

The foundation's top priority in its education program across all levels, he added, is improving the quality of teaching. That includes, for example, grants to improve science curricula and support for additional teacher training.

Mr. Massey also spoke of his interest in moving the NSF to focus on long-term issues and to build evaluation procedures into its education programs. The NSF has not done enough to assess which programs work so that successful efforts can be replicated, he said.

He also wants to re-emphasize support for individual and small groups of researchers because, he said, they originate the majority of the most important new ideas. The foundation's long-term mission of supporting the health of academic research is a favorite in Congress, he added, but the NSF has to compete directly for money with agencies that deal with problems, such as homelessness, that are more visible. In contrast, the benefits of investing in basic research right now—or the costs of underinvesting—would be apparent only in the long term.

When it comes to the NSF, he added: "There's always a feeling that, well, we can wait a year."

New Bush Plan on Job Training Could Lead to More Regulation, Community Colleges Say

By SCOTT JASCHIK

WASHINGTON President Bush has proposed an overhaul of job-training efforts. He said the changes would improve the coordination of federal programs and increase the chances that people receive training for jobs that are actually available.

Community-college officials said the goals of the proposal were laudable. But many said they were worried that the President's plan would lead to increased regulation of their institutions and give local business leaders too much say over the content of educational programs.

Congressional reaction was also lukewarm, and the Administration has not proposed formal legislation. Hence it was unclear last week how the President's plan would fare in Congress.

President Bush proposed: ■ That Private Industry Councils, local boards that manage funds for the Job Training Partnership Act, be given new authority to coordinate all federal job-training programs, including the JTPA, Education Department vocational programs, and welfare efforts.

■ That the councils certify which job-training programs, including those at community colleges and proprietary schools, are eligible to participate in federal programs and to have students use federal aid to pay tuition. The certification would be based in part on the availability of jobs in the fields for which students are trained.

■ That the student-aid system be changed to make it easier for people to receive aid throughout their working careers if they wish to improve their job skills.

President Bush announced the new program in a speech at Morris Brown College, where he also toured a job-training program. "As

a nation, America's ability to prosper in the century coming up rests on our collective capacity to learn new skills," the President said.

Headed: "Job training must be more than merely make-work. It's got to suit the needs of the workplace and the marketplace."

'Broad Range of Occupations'

Educators questioned whether the Private Industry Councils, which are usually dominated by business leaders, are the best group to supervise job training. David L. DePue, executive director of the Kansas Council on Vocational Education, said the Private Industry Councils had tended to focus on short-term training for specific

jobs. "That's only fine until the technology changes or the company is bought out," he said.

In contrast, Mr. DePue said, community colleges "train for a broad range of occupations."

Leland W. Myers, federal liaison officer for the California Community Colleges, said that putting the Private Industry Councils in charge of all vocational programs "would be an utter disaster."

Jim McKenney, director of educational services at the American Association of Community and Junior Colleges, said he was bothered by the idea of having vocational programs reviewed by the Private Industry Councils. He noted that community colleges al-

ready have their programs reviewed by accrediting bodies.

"This would be adding another layer of review when we already have enough paperwork," said Mr. McKenney. "Before you know it, colleges would be spending half of their time in assessment."

'Redundant' Reviews

Stephen J. Blair, president of the Career College Association, said that it would be "redundant" to have the Private Industry Councils review job-training programs and that the councils "have no expertise in student aid."

Betsy Brand, Assistant Secretary of Education for vocational and adult education, said the pro-

posed role of the Private Industry Councils was appropriate. "We want to see programs with a closer connection with business and industry, that train people for jobs that exist," she said.

Ms. Brand, added, however, that the councils would seek to certify programs that provide people with "broad skills," not just the knowledge to perform one job at a given company.

A fact sheet distributed by the White House also defended the need to have councils review programs. It said the reviews would "help clean up abusive trade schools that devour federal and state funds without providing any real training."

Ms. Brand said that the President's proposal was still "very sketchy," and that colleges could propose improvements in it. "This is not a done deal," she said.

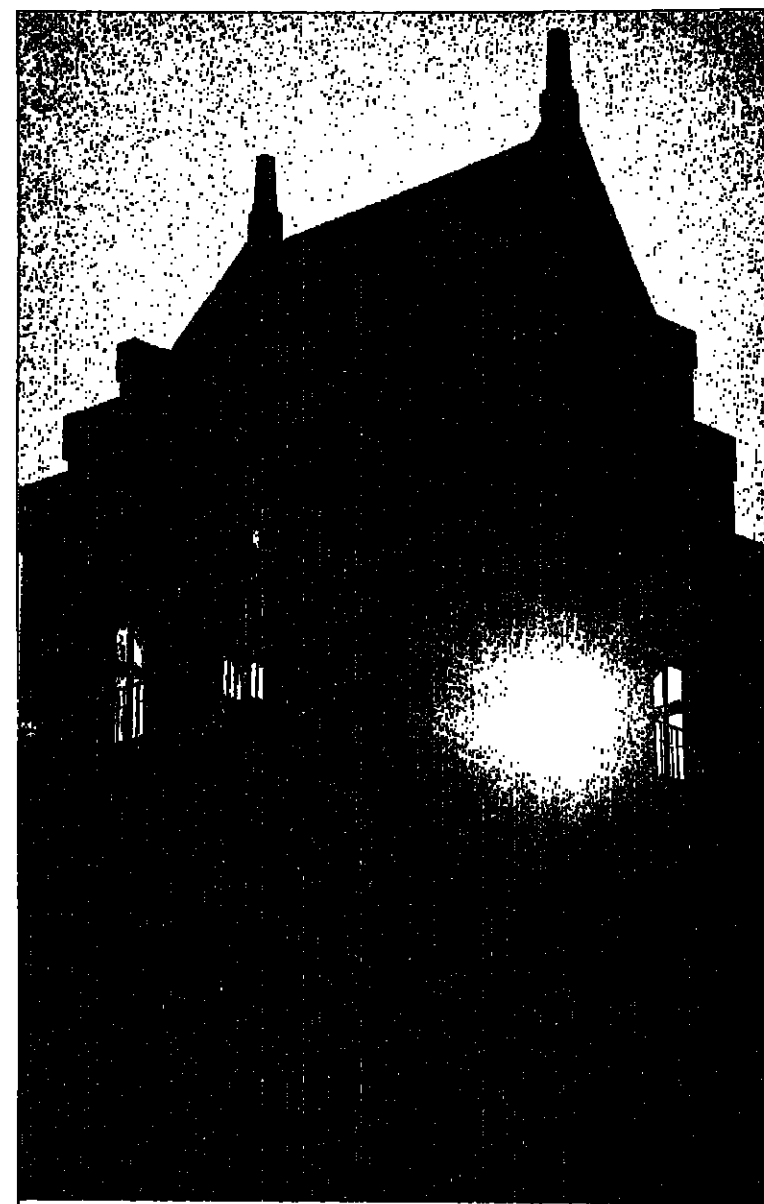
The proposal on student aid was particularly sketchy, Ms. Brand said. President Bush spoke of converting student-aid programs into "Lifetime Education and Training Accounts." But Ms. Brand said the changes would largely be designed to change the way people look at student aid. "I don't know that the actual program would be that different," she said.

Administration officials do want to encourage more adults to use student-aid benefits to receive training, she said. "There is an image that student aid can be used only for academics," she said.

Ms. Brand said one change that might be made in aid programs would be to allow people to apply for aid even if they were taking only one or two courses at a time. However, Ms. Brand said that eligibility for aid programs would still be linked to the income of people seeking assistance.



President Bush at Morris Brown College: "America's ability to prosper in the century coming up rests on our collective capacity to learn new skills."



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Texas System Held Discriminatory Against Hispanics

Continued From Page A25
 if upheld, could force Texas to come up with sweeping changes in its system of financing higher education.

The plaintiffs were elated by the ruling. "In the long term, what this will mean is a real increase in master's and doctoral programs in South Texas, and the development of some comprehensive research institutions," said Al Kauffman, a lawyer for the Mexican American Legal Defense and Educational Fund.

The fund filed the class-action lawsuit on behalf of all Mexican-American residents living in 41 South Texas counties.

"Those changes are very necessary to develop higher education in an area that has historically been underserved," Mr. Kauffman added.

Judge Euresi ruled that the state's higher-education system was unconstitutional because it denied Mexican Americans equal educational opportunity and discriminated against them because of their national origin.

El Paso to Brownsville

The South Texas region, which sweeps across a large area of the state from El Paso to Brownsville, contains 20 per cent of the state's population. In 1989, however, it received just 10 per cent of the state's money for higher education. The region has only 7 of the state's more than 700 doctoral programs.

In November, after listening to seven weeks of testimony, a jury in the case concluded that residents of South Texas had been denied equal access to a "university of the first class."

But the jury found that the inequalities in the system were not the result of intentional discrimination by the state government or by education officials named in the suit.

Although both sides claimed victory, state officials were clearly relieved by the jury's decision. They said that without a finding of discrimination, the judge was unlikely to order changes in the financing system.

Judge Euresi, however, surprised many officials by saying that the higher-education system was, in fact, discriminatory.

"In effect, the judgment says the jury was wrong," said State Higher Education Commissioner Kenneth H. Ashworth. "After eight weeks of testimony, we thought that when they rendered their decision it was pretty well informed."

"I've been in this job almost 16 years, and I can certainly say there's been no discrimination during that time—not by me, not by my staff, or the Higher Education Coordinating Board," Mr. Ashworth continued.

'Legally Incorrect'

Assistant Attorney General Jay Aguilar, who handled the case for the state, called the decision "legally incorrect" and said he was confident the state would win on appeal.

"I'm very disappointed that the judge has substituted his judgment for that of the jury," he said, add-



Kenneth H. Ashworth: "I've been in this job almost 16 years, and I can certainly say there's been no discrimination during that time."

ing that the legal battle would put a cloud over the state's higher-education system.

Mr. Kauffman, on the other hand, argued that the judge's decision did not contradict the jury's findings. Even though the jury decided that the individual defendants were not guilty of discrimination, the judge could still find the system itself discriminatory, Mr. Kauffman said.

Mr. Ashworth predicted that if

"What this will mean is a real increase in master's and doctoral programs, and the development of some comprehensive research institutions."

the ruling were upheld on appeal, similar lawsuits would be filed in other regions of the state, demanding equal financing for their programs. Given the budget constraints, Texas might have to take money away from its best-known and most prestigious institutions and spread it throughout the state, he said.

"There would be no place for

any pinnacle of excellence in the state system," the commissioner said.

Mr. Ashworth predicted that "if the courts forced that, the only choice for several of our major universities would be to go private and withdraw from the state system."

The Texas Legislature does not meet again until January 1993, which would give it just four months in the session to complete a legally acceptable financing plan before the May 1 deadline set by the court.

Timetable Called Unrealistic

Miguel A. Nevarez, president of the University of Texas-Pan American, believes that timetable is unrealistic.

"The judge expects the inequities to be corrected in 16 months," he said. "The system didn't get this way in 16 months, and it's going to take a lot longer than that to correct it."

While he agreed that South Texas universities like his had not received enough money from the state, Mr. Nevarez said state lawmakers had shown their commitment to improving educational opportunities to the region in recent years.

Armed with \$8-million in new seed money from the Legislature, the university is planning its first two doctoral programs, he said.

Manuel L. Ibanez, president of Texas A&I University, said he was surprised by the judge's ruling. "I never felt that there had been intentional discrimination, although I knew we were grossly underfunded," Mr. Ibanez said.

"But I have to say I'm elated," he added, "because it's good news for the higher-education institutions in the region."

Ray Parabee, vice-chancellor and general counsel for the University of Texas System, described Judge Euresi's ruling as "disappointing." He said: "What is generally overlooked in all of this is the tremendous progress that has taken place in the last two and a half years."

WASHINGTON ALMANAC

CONGRESSIONAL HEARINGS

Since changes frequently occur with little advance notice, it is advisable to check with committees on or near the hearing dates.

HOUSE OF REPRESENTATIVES

Agriculture research. February 19. Hearings on research related to the use of pesticides in crop production. Contact: House Agriculture Subcommittee on Department Operations, Research, and Foreign Agriculture; (202) 225-0906.

Indirect costs. January 29. Hearing on federal payments to colleges for the indirect costs of federally supported research. Contact: House Energy and Commerce Subcommittee on Oversight and Investigations; (202) 225-4441.

National Science Foundation. February 25, 26. Hearings on the reauthorization of the National Science Foundation. Contact: House Science, Space, and Technology Subcommittee on Science; (202) 225-8644.

Science education. February 27. Hearing on science education. Contact:

House Science, Space, and Technology Subcommittee on Science; (202) 225-8644.

Student loans. February 6. Hearings on two bills to establish income-contingent loan programs. Contact: House Education and Labor Subcommittee on Postsecondary Education; (202) 225-3681.

Texas. January 29. Hearing on making permanent a number of tax breaks, including deductions for business-sponsored research, donations of art to museums, and employee-education benefits. Contact: House Committee on Ways and Means; (202) 225-3623.

WASHINGTON PEOPLE

Kenneth L. Shine. dean of the School of Medicine at the University of California at Los Angeles, has been appointed by National Academy of Sciences to the Institute of Medicine.

Eugene Wong. associate director for physical sciences and engineering at the White House Office of Science and Technology Policy, has been appointed by D. Allan Bromley, the office's director, to be associate director for industrial technology.

Government & Politics

Give
 & Take

It looks as if at least two universities will wait a while before they reverse their divestment policies.

Since President Bush lifted economic sanctions against South Africa in July, some universities have considered changing their policies against investment in that country. A few have quietly done so. Yet many colleges fear they would be criticized if they changed their policies before significant government reforms took place.

At Tufts University, the Board of Trustees had planned to consider next month a proposal by President Jean Mayer to reverse Tufts' policy. But now the board has decided to wait and see what changes result from negotiations under way in South Africa. The board believes the government will change within the next few months, a Tufts spokeswoman said.

Meanwhile, the University of Wisconsin System Board of Regents last week was told by the State Attorney General that any attempt to reverse the system's divestment policy would violate state law.

In November, the Board of Regents asked the Attorney General's office whether the system, by reversing its policy, would violate a state law that prohibits investment in companies that discriminate on the basis of race. Companies with operations in South Africa fall under the law.

In a letter to the regents, Attorney General James E. Doyle said that although South Africa had repealed several laws that denied rights to blacks, "it has not repealed the major pillar of statutory apartheid, the Constitution Act of 1983." The Board of Regents doesn't plan to challenge the decision.

The action pleased Donna E. Shalala, chancellor of the Madison campus, who had vowed to fight any attempt to reverse the policy. "If there are negotiations going on, everybody can stand still for a while," she said. "There's no need to rush."

The United Negro College Fund will collaborate with the Bush Administration to preserve buildings on the nation's historically black campuses.

President Bush this month announced a \$20-million effort by the Department of Interior and the U.S. Forest Service to save 11 historically significant buildings at black colleges. The department first announced its intention to help restore the buildings in 1989.

The Interior Department will seek \$10-million from the government over the next three years. The U.S. Forest Service will match that amount with gifts donated to its \$20-million campaign. To date, the U.S. Forest Service has raised money for 44 private, historically black colleges, has collected about \$114-million in gifts and pledges.

Average giving to public research uni-

Business & Philanthropy

Public Colleges Scoring Big in Private Fund Raising

Some fear successes will lead legislators to cut state aid

By JULIE L. NICKLIN

Public colleges and universities are proving how well they can flex their fund-raising muscles by bringing in major gifts and exceeding campaign goals.

Historically, private institutions cornered the market on private donations, while public institutions largely relied on state support. But over the past several years, a growing number of public colleges and universities, experiencing budget constraints, have become more aggressive about seeking private gifts.

The success that state institutions now enjoy is stirring up fears on public and private campuses. At public institutions, officials worry that state lawmakers may use the growth in private contributions as an excuse to cut budgets. Some private colleges, meanwhile, worry that their public counterparts are taking too big a share of already inadequate philanthropic dollars.

Some of the Largest Gifts Ever

In the last year or so, several public universities have received some of the largest gifts ever made to higher education, or have embarked on fund-raising drives rivaling those of private universities. Some examples:

■ In four months the University of Texas Southwestern Medical Center at Dallas received four gifts totaling \$85-million. They followed a \$41-million gift in 1988.

■ Last fall the University of Houston was given \$51.4-million by a couple who attended the institution together. The gift, one of the largest ever made to a public university, follows a \$30-million donation in 1990.

■ The University of California at Berkeley received four \$15-million gifts in its five-year, \$320-million capital campaign. When the campaign ended in 1990, Berkeley had exceeded its goal by \$149-million.

■ The University of Florida raised about \$391-million in its five-year, \$250-million campaign that ended last month.

■ The Ohio State University brought in more than \$460-million in a \$350-million five-year campaign that ended in 1990. Campus officials, encouraged by the success, are considering the possibility of a \$1-billion campaign in a few years.

■ The University of New Mexico has increased its \$65-million goal in a capital campaign begun in 1988. With gifts and pledges already exceeding \$50-million, the university raised the goal to \$100-million by 1995.

More Competitive Fund Raisers

Reports by the Council for Aid to Education on private giving to higher education show that many public institutions—especially community colleges and the larger universities—have become more competitive fund raisers, although private institutions still rank at the top in terms of overall donations.



Robert D. Sweeney: "Our ability to maintain greatness as a university will depend on our ability to raise private funds."

versities has increased by nearly 57 per cent over the last five years, compared to about 30 per cent to private research universities. In the same period, average giving to private comprehensive institutions actually dropped about 4 per cent, while that to public comprehensive universities increased about 37 per cent. And average giving to public community colleges during those years increased nearly 175 per cent.

Not Enough State Money

Many public institutions say they have been forced to seek out gifts from the community, appeal to alumni for donations, and conduct large capital campaigns. Over the past several years—even before the severe cutbacks forced by the recession—public colleges realized that the states could no longer provide enough money to fuel the type of growth the colleges saw as necessary.

"Our ability to maintain greatness as a university will depend on our ability to raise private funds," says Robert D. Sweeney, vice-president for development at the University of Virginia.

Over the past three years, the university has experienced significant cuts in the money it receives from the state. According to university officials, state money now makes up about 27.4 per cent of UVa's annual operating budget, down from 32.7 per cent last year. To find money to improve programs, the university has gone to private sources.

In 1991, the University of Virginia brought in a record-breaking \$54-million in private money to support programs and

new projects. Officials hope to raise double that amount annually by the end of the decade.

The university is also considering whether to plan a capital campaign for as much as \$500-million, starting in a few years. UVa's last campaign, which began in 1981 and ended in 1985, raised \$140-million.

Other institutions have just begun campaigns in light of state budget cuts. The Albany campus of the State University of New York announced a campaign in December—its first ever—to raise \$55-million by the end of the decade.

'Serious Questions'

"There are serious questions about the state support that will be given to the university," says Joel M. Blumenthal, Albany's associate vice-president for university relations. "Officials believed it was important that the university demonstrate we would not allow ourselves to be held captive by the economic situation."

The campus has already experienced two cuts from the state in fiscal 1992, he says. And the financial picture for the future doesn't look any brighter.

Since the "silent phase"—the period before a campaign's public announcement—began two years ago, the campus has collected about \$11-million in gifts and pledges toward its \$55-million goal.

Elsewhere in the SUNY system, the Jamestown Community College Foundation in September began the "silent phase" of a \$16-million capital campaign.

Continued on Following Page

Public Colleges Score Big in Private Fund Raising

Continued From Preceding Page

"The No. 1 reason was that we were seeing less money from the state," says Barbara Ansley, the foundation's executive director. Already the college has received a total of \$1.6-million from two local foundations. Jamestown officials expect to secure a \$3-million gift from another local foundation in the spring.

Many public institutions attribute their success in fund raising to the increased commitment of top officials. Presidents are spending more time on fund raising, and development staffs are growing.

For example, in the early 1980's the main campus of the University of Houston had three or four people on staff. The campus now has 14 development officers.

Many colleges have recently hired—or are now seeking—people to fill vacant or new development positions. Most are looking for officials to specialize in planned and deferred gifts, and in corporate and foundation gifts.

The reality of hiring freezes and layoffs, however, has slowed the growth of some operations. Youngstown State University, because of budget constraints, won't be able to fill two development positions this year.

The recession has also affected the rate at which gifts have come to some campuses. "Money has come in steadily this year, but slower, and you have to work harder," says Nanette Smith, vice-president for advancement at Edison Community College. Despite that fact, the campus has just learned that an individual in the community plans to leave Edison up to \$2-million in his will.

'We're Very Concerned'

While boasting of fund-raising successes, many public-college officials worry that legislators might decide that the institutions attracting large gifts don't need as much state money as in the past.

"We're very concerned about the Legislature taking that approach," says Richard D. Chamberlain, vice-president for development at the University of Texas Southwestern Medical Center at Dallas.

Last fall, the campus fought an attempt by the Legislature to reduce its allocation for the current biennium by 35 per cent. The Legislature, to make up for a \$5-billion shortfall, was evaluating colleges in the state to see which could afford the biggest cuts. Those that were most effective in managing their budgets and bringing in money from private sources were threatened with the largest cuts.

"You cannot penalize good performance," says Mr. Chamberlain. "It's a disincentive."

Plan May Be Introduced Again

Colleges and universities in the state fought off the plan for fiscal years 1992 and 1993. But legislators plan to propose it again in the next budget cycle, according to Andy Welch, director of information services for the State Comptroller's Office.

"Our responsibility is to the taxpayers of the state," says Mr. Welch. "They should not be required to put more money into higher education if outside private funds are coming in."

Officials at colleges in other states don't worry about such a threat. "It's been an issue more in perception than in reality," says the University of Virginia's Mr. Sweeney. "States see private fund raising as supplemental to their support and not as a replacement of it."

Some state officials agree. Says Edward C. Sullivan, chairman of the Higher Education Committee

Many public-college officials worry that legislators might decide that institutions attracting large gifts don't need as much state money.

of the New York State Assembly: "I don't think the state legislature would say, 'You can get money from private sources, so we won't give as much to you as we have.'"

The fund-raising success of some public institutions, however, worries some people on the private campuses, who see potential dollars being snatched away. The increasing strength of the larger public universities especially worries some of the smaller liberal-arts colleges.

Gifts to Graduate Schools

Richard F. Rosser, president of the National Association of Independent Colleges and Universities, says some alumni are choosing to give money to state universities where they received graduate degrees rather than to private institutions where they received undergraduate degrees.

"To some extent this could

lead to less money going to the private institutions," Mr. Rosser says.

Public colleges may also be taking a bigger slice of the corporate philanthropic pie.

Ernest A. Sheetz, senior vice-president of Mount Union College, has watched the competition for corporate dollars increase in light of the Ohio State University campaign.

'More Bang for the Buck'

Mount Union is a liberal-arts college with an enrollment of about 1,400. Mr. Sheetz says that a few big corporations, which he declined to name, that were approached by both Mount Union and Ohio State gave larger gifts—if not their only gifts—to Ohio State. Mr. Sheetz says the corpora-

tions have been receiving slightly more than half of all corporate contributions.

Lance C. Buhl, director of corporate contributions for an American firm, says that most companies don't have firm rules on whether to give to public or private institutions. But he adds that public institutions may receive more gifts "to the extent that a company, when looking for an institution to support, will pay attention to where it's gotten more students."

More Grant Proposals

Anne Alexander, vice-president of the AT&T Foundation, says her organization has received a growing number of grant proposals from public institutions. But whether an institution is public or private is not a factor in the foundation's grant making, she says. "The institutions we pick are driven by the issue or project we are trying to support."

One question that both public and private institutions ask these days is whether there are enough dollars to go around in higher education. Many foundations and corporations, looking to improve the nation's education system, have been putting more money into projects for kindergarten through 12th grade.

"There simply is not enough charitable money to meet all of the needs," says Mr. Rosser of the National Association of Independent Colleges and Universities.

As a result, development officials at private and public colleges say they must remain aggressive in their fund-raising endeavors. The differences, however, in how the two types of institutions make their appeals aren't as great as they used to be, they say.

"In the long run the public institutions will be helped in the same avenues as the private institutions," says Allen P. Spile, president of the Council of Independent Colleges. "The publics are now talking more like the privates."

Business & Philanthropy

PRIVATE SUPPORT

BUSH FOUNDATION
E-900 First National Bank Building
332 Minnesota Street
St. Paul 55101

Black colleges. For support of programs: \$350,000 over three years to United Negro College Fund.

Faculty. For programs of faculty development: \$100,000 to Hamline U., \$300,000 each to Saint Olaf College and U. of South Dakota, \$175,890 to U. of Mary. **Minutemen.** For programs for minority graduate students in the college of education: \$423,701 over three years to U. of Minnesota.

Support. For support of programs: \$1-million to Saint John's U. (Minn.).

REGINALD S. AND JULIA W. FLEET FOUNDATION
530 B Street
San Diego 92101

Student aid. For programs of student aid: \$1-million to Hampden-Sydney College.

ELBERT R. & GLADYS F. GRANT CHARITABLE TRUST
c/o Commerce Bank of St. Louis
P.O. Box 11366
Clayton, Mo. 63105

Support. For the endowment: \$1.3-million to Webster U.

HALL FAMILY FOUNDATIONS
Charitable and Crown Investment
P.O. Box 445680
Kansas City, Mo. 64144-8580

Support. For the capital campaign: \$1-million to William Jewell College.

JAMES IRVINE FOUNDATION
One Market Plaza
Spear Tower, Suite 1716
San Francisco 94105

Facilities. For the library and academic center: \$450,000 to U. of La Verne. **Support.** For support of programs: \$500,000 to Whitier College.

ANDREW W. MELLON FOUNDATION
140 East 62nd Street
New York 10021

Medical research. For recruitment of young scientists at a new center for contraceptive-development research: \$300,000 to U. of Virginia.

Gifts & Bequests

Centenary College (La.). For a lectureship in oratory: \$277,000 from the estate of Hannah Seymour Lehigh.

Central Michigan University. For the capital campaign: \$150,000 from Isabelle Bank and Trust.

College of William and Mary. For exchange programs for American and British students: \$360,000 from Drapers' Company of London.

Corpus Christi State University. For library automation: \$100,000 from Mary and Jeff Bell.

Green Mountain College. For scholarships: \$440,000 from the estate of Parcellle Peck Smith.

Hood College. For a campus center: \$100,000 from an anonymous donor. **Immaculata College.** For scholarships: \$511,839 from the estate of Theresa K. Egan.

For support of programs: \$110,000 from the estate of Grace Burns Vincent.

Kansas State University. For the college of business administration: \$125,000 from Payless ShoeSource.

Kutztown University. For music scholarships: \$250,000 from the estate of Marie Hartman Alfterbach.

Louisiana College. For the music department: \$300,000 from Dixie Sylvest Moss.

Ramapo College. For the capital campaign: \$300,000 from Sharp Electronics.

University of California at Santa Barbara. For the college of engineering: circuit-design software valued at \$900,000 from Mentor Graphics Corporation.

University of Hawaii at Manoa. For support of programs: visualization software valued at \$271,500 from Wavefront Technologies Inc.

University of Kansas. For scholarships for out-of-state students: \$115,000 from Ronald and Maxine Rubin.

University of Nevada at Las Vegas. For the honors program: \$400,000 from the estate of Mary Dougherty.

University of the Pacific. For scholarships: \$371,000 from the estate of Estella Holman Ryburn Magnuson.

Wake Forest University. For the capital campaign: \$150,000 from Branch Banking and Trust Company.

Western Washington University. For scholarships: \$250,000 from Paul Woodring.

West Virginia University. For the capital campaign: \$100,000 from Eastern Associated Coal Corporation.

Yale University. For the art gallery: \$10-million from Teresa Heinz.

Note Book

A survey of almost 450 law students, conducted last year by the American Bar Association, found that a majority of those surveyed did not feel free to disagree with the political views of their professors.

Almost 60 per cent of the students said some professors did not tolerate political beliefs that differ from their own, while 51 per cent of the students said they were reluctant to disagree with their professors in class, on exams, or in papers. Only 29 per cent of the students said they always felt free to disagree.

Steven C. Bahls, associate dean of the law school at the University of Montana, said in an article, "Political Correctness and the American Law School," that the results of the bar association's study were surprising because law students are considered the most assertive students in the academy.

Mr. Bahls said that while law professors should express their political and moral views in the classroom because that practice encourages students to test their own views, doing so in an intolerant manner "effectively encourages student self-censorship."

The recession and a drop in the number of campus visits by industry recruiters led 15 business schools to hold an unusual meeting this month in Chicago.

The business schools—which in the past had relied on recruiters' visits to individual campuses—collaborated to hold a mass job placement session for about 250 MBA students and representatives from 36 companies.

"The companies don't have as much money to recruit, so we thought we should get together and share resources," said Lisa Rainsom, director of the MBA placement program at the University of Georgia.

Some of the corporations that participated were the Coca-Cola Co., Ford Motor Co., and Rockwell International Corp.

Officials at Spokane Falls Community College don't want students to be embarrassed or intimidated when they work out at the institution's new fitness center.

That's why the institution has adopted a dress code that bars such apparel as halter tops, leotards, short shorts, and sleeveless "muscle shirts."

College officials said the code had been adopted in part to preserve equipment from the effects of perspiration and in part to make the center a non-threatening environment for all users.

The officials said they were particularly concerned about those who might already be hesitant about joining the center, and scared away by immodest outfits that displayed bodies in much better shape than theirs.

Students

'Race, Gender, Class, and Culture': Freshman Seminar Ignites Controversy

By SCOTT HELLER

WOOSTER, OHIO

To freshmen at the College of Wooster, the three R's are reading, writing, and race.

For the last two years, a seminar program designed to teach new students critical writing and thinking skills has focused on racism and sexism in American society.

Lynne V. Cheney, chairman of the National Endowment for the Humanities, has compared the program to a "re-education camp."

Some older students worry that the seminar, and a related speaker series, establishes a one-sided conversation about political issues on the campus. Tired of feeling like the "lone conscience in a vast laboratory of brainwashing," Douglas L. Miller, a sophomore, last month announced in the student newspaper that he was leaving the college because of the political climate on the campus.

'A Process of Questioning'

Students like Michael Mattison, who has just finished the course, give a different account. In his section, taught by Nancy Grace, an English professor, freshmen argued over affirmative action, gun control, and sexual harassment, he says. Virtually all of the classmates in his section describe the atmosphere as positive, allowing students to discuss controversial issues without feeling shut out.

Mr. Mattison believes a college education should get students to deal with tough topics from the beginning. "It's a process of questioning," he says. "I'm not going to tell you how to think, but I am going to ask you questions about how you came to think that way."

College officials say that is the point of the one-semester seminar, called "Difference, Power, Discrimination: Perspectives on Race, Gender, Class, and Culture." Taught by 35 professors in different sections, the course is meant to teach the campus's 480 freshmen to think and write critically, while introducing them to vexing questions about discrimination and inequality. Classroom sessions draw on a lecture series, which this year included the educators Donald Kagan and Jaime Escalante, the writer Jonathan Kozol, and the feminist philosopher Elizabeth Minnich.

On this secluded campus of 1,800 students, the seminar and speaker series set the tone for debates about politics, education, and free speech. Most freshmen say they find the course stimulating and useful.

Continued on Page A35



Freshman Michael Mattison: A college education is "a process of questioning" and should get students to cover tough topics from the beginning.

Attrition of Ph.D. Candidates and the Time Spent Earning Degree Called Unacceptable

By DEBRA E. BLUM

The current rates of attrition among doctoral candidates and the assumptions about how long it should take to earn a Ph.D. are unacceptable, according to the authors of a new book on graduate education.

The book, *In Pursuit of the Ph.D.*, may be the most comprehensive look at doctoral education in the arts and sciences ever undertaken, observers say. It analyzes trends in two measures of graduate education: completion rates and time-to-degree. It looks at the effects on those trends of financial aid and different program structures, requirements, expectations, and cultures.

Modest Improvements

The authors—William G. Bowen, president of the Andrew W. Mellon Foundation, and Neil L. Rudenstine, president of Harvard University—say that the number of people earning Ph.D.'s each year can be increased dramatically without creating new graduate programs or expanding existing ones, and without significantly increasing the present level of funds for, or enrollments in, doctoral programs.

"We're encouraged about what looks possible in the present context," Mr. Bowen said in an interview. "At a time when resources are so scarce and there's pres-

sure on the system to perform, making better use of existing programs is compelling."

Modest improvements in program design and management, better-focused financial aid, and more structure to encourage timely completion of degrees would make graduate study more attractive to prospective students and more satisfying to those already enrolled, the authors say.

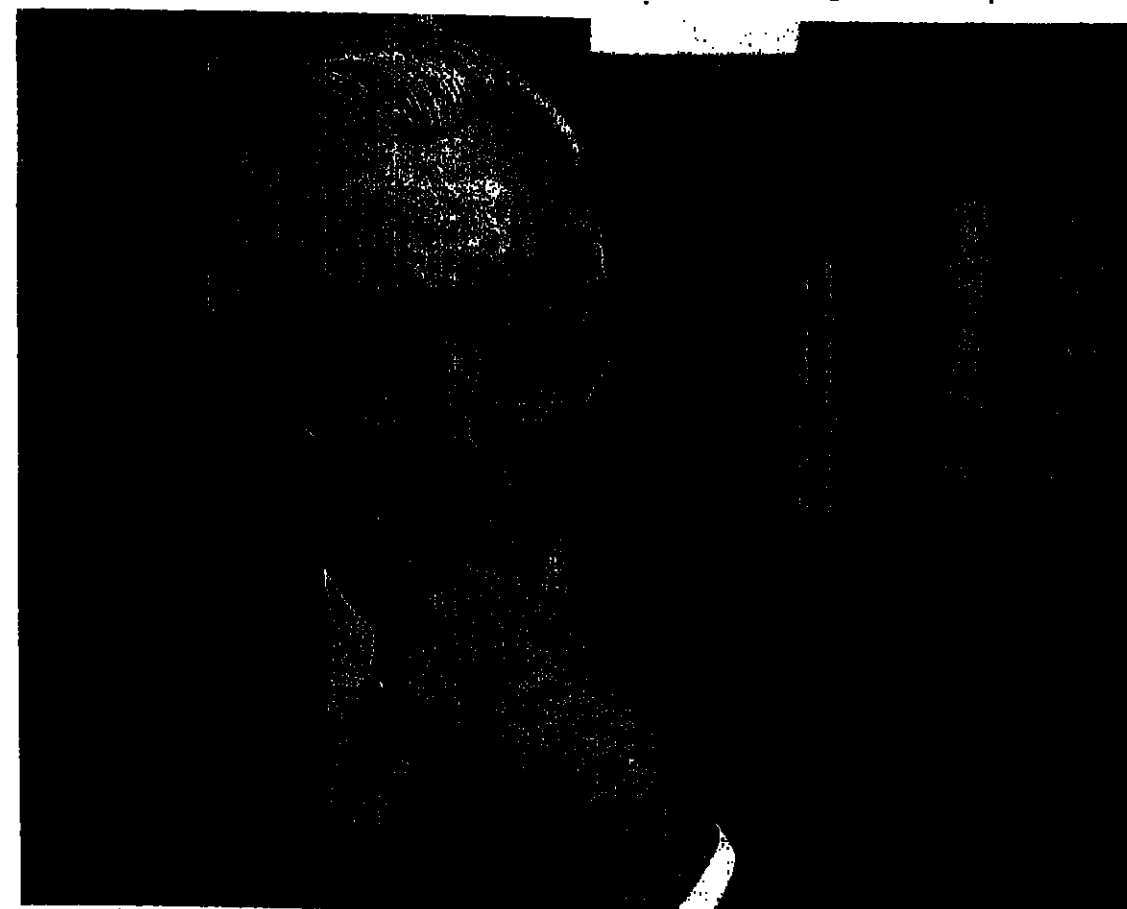
30 Years of Records

In Pursuit of the Ph.D. is based on a study of 30 years' worth of statistical records on more than 50,000 people who were enrolled in doctoral-level programs at 10 major universities or who were part of national fellowship programs at other institutions. The students studied English, history, political science, economics, mathematics, and physics.

The book also draws on the authors' examination of graduate-level course catalogues over the last 25 years and their own experiences and assessments.

They found that fewer than half of all entering students in the Ph.D. programs examined had earned their doctorates, and many of those who eventually received the degree had taken from 6 to 12 years to do so. In comparison, it is common for completion rates in leading professional

Continued on Following Page



Ernest A. Sheetz: Mount Union College can no longer attract corporate funds simply by saying, "We are a college, and you have an interest."

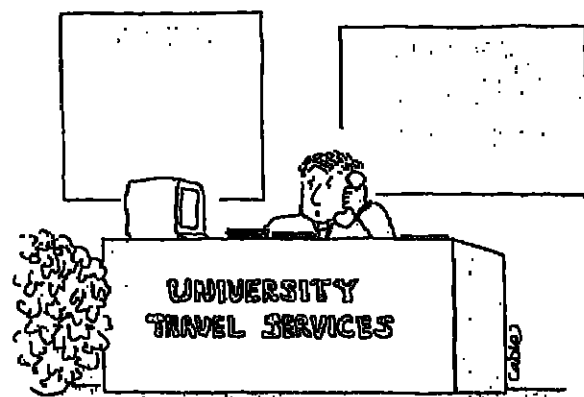
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The Chronicle of Higher Education
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Doctoral Attrition, Preparation Time Called Excessive

Continued From Preceding Page
schools of business, law, and medicine to exceed 90 per cent, the authors say.

Moreover, they note, students in the humanities and social sciences complete degrees in lower proportions and require more time to earn degrees than do students in the physical sciences. Students in comparatively small—but not very small—programs complete in higher proportions and shorter periods than students in larger programs, the authors found.

"At a time when resources are so scarce and there's pressure on the system to perform, making better use of existing programs is compelling."

Two years ago Mr. Bowen and Julie Ann Sosa, then a research associate at the Mellon Foundation, predicted in another book that the arts and sciences would face severe faculty shortages, especially in the humanities and social sciences.

Mr. Bowen's latest report with Mr. Rudenstine concludes in part that improving "the effectiveness of current graduate programs is by far the most sensible way" to prepare for the anticipated faculty staffing problems.

One way to make graduate programs more efficient, the book says, is to give them more structure by adding objectives, incentives, and time lines. In the humanities, where time-to-degree and attrition rates are the highest, Mr. Bowen and Mr. Rudenstine propose a six-year degree program.

Among other things, the plan would encourage students to begin some work on their dissertations in the first or second year of study, so that the transition from course work to independent research would be less abrupt. Now, students typically do not start work on their dissertations until after their third or fourth year of study.

The plan also calls on students and dissertation advisers to meet regularly to discuss work schedules and a timetable for completion of drafts.

Form of Aid Is Important

Another way to make graduate programs more efficient, the book says, is to tailor financial-aid policies to meet the needs of graduate students in different stages of their programs. If more fellowship money were available on a competitive basis to students in the humanities who are at the dissertation stage of graduate study, more candidates might be encouraged to complete their degrees, the book says.

The form in which financial aid is provided is also important, the book says. The study shows that the completion rates for students in the humanities tend to be higher for

those with teaching assistantships than for those with fellowships.

Regular interaction between professors and students to discuss teaching assignments may be a vital factor in encouraging people to complete their degrees, the book says. But since the authors also found that reliance on teaching assistantships lengthened the time needed to complete a degree, they conclude that some combination of assistantships and fellowships is the best form of support.

'Factual Underpinnings'

"We had some concept of these ideas about financial aid before," says John H. D'Arms, vice-provost for academic affairs and dean

of the graduate school at the University of Michigan. "But before this book, there had been no analysis of any kind or depth that would give administrators, policy makers, and funders a clear understanding of how best to provide support."

"This book provides historical background, theory, encouragement, and factual underpinnings for the efforts to reduce attrition and time-to-degree that are already going on at many institutions," he says.

In Pursuit of the Ph.D. will be available beginning next month for \$35 from Princeton University Press, Princeton, N.J. 08540; (800) 777-4726.

What They're Reading on College Campuses

Rank	Book	Author	Preceding Rank
1.	Life's Little Instruction Book	by H. Jackson Brown, Jr.	—
2.	Scientific Progress Goes "Boink,"	by Bill Watterson	1
3.	You Just Don't Understand	by Deborah Tannen	2
4.	Unnatural Selections	by Gary Larson	3
5.	Jurassic Park	by Michael Crichton	4
6.	The Seven Habits of Highly Effective People	by Stephen R. Covey	5
7.	The Waste Lands	by Stephen King	6
8.	Possession	by A.S. Byatt	7
9.	The Plains of Passage	by Jean M. Auel	8
10.	Prairie Fire	by William Least Heat Moon	9

The Chronicle's list of best-selling books was compiled from information supplied by stores serving the following campuses: American U., Baylor U., Bucknell U., Carleton College, Carnegie Mellon U., Case Western Reserve U., Cornell Univ., Dartmouth College, Denison U., Johns State U., Iowa State U., Kent State U., Lehigh U., Marquette State U., Montana State U., New York U., North Carolina State U., Pennsylvania State U., Portland State U., Princeton U., San Francisco State U., Southern Methodist U., Stanford U., State U. of New York at Buffalo, Tulane U., U. of California at San Diego, U. of Hawaii, U. of Illinois at Urbana-Champaign, U. of Iowa, U. of Maine, U. of Missouri at Columbia, U. of Nebraska at Lincoln, U. of New Orleans, U. of Notre Dame, U. of Puget Sound, U. of Southern California, U. of Texas at Austin, U. of Wisconsin at Madison, U. of Wisconsin at Milwaukee, Washington U. (Mo.), and Wichita State U. Reports covered sales of paperback and hardcover books in December.

Students



Mellon Foundation's William G. Bowen: "We're encouraged about what looks possible in the present context."

Students

'Race, Gender, Class, Culture': Freshman Seminar at Wooster Ignites Controversy

Continued From Page A33

with few if any agreeing that Wooster is a "re-education camp." But with "political correctness" firmly entrenched in the American lexicon—and especially in what one professor calls the "mythology of the dormitory"—students remain suspicious of the seminar program, of the college's intentions, and, often, of each other.

'It's Split People Up'

Critics call the seminar a lopsided, left-wing attempt to reduce American culture to victims and victimizers. White men, especially, say they are too often made the bad guys. And worried students see the seminar as the latest in a series of incidents and policies that have heightened tension during their undergraduate years. They point to the college's strict codes governing behavior and speech, its use of "first-year student" instead of "freshman," and what they see as favorable treatment given to black and minority student groups when it comes to campus housing.

"It's split people up," Marc Osipovich Smith says of the seminar. While Mr. Smith, a junior who edits *The Wooster Voice*, the student newspaper, applauds the seminar's goals, he says its messages get twisted as they drift further into the undergraduate culture. As students spend more time at Wooster, they feel more oppressed by the political climate, he says.

Administrators recognize that they have taken a chance with the program, although they point out that Wooster has required some sort of freshman seminar since 1957.

"Education isn't designed to make people comfortable, it's designed to make them think," says Yvonne C. Williams, dean of the faculty.

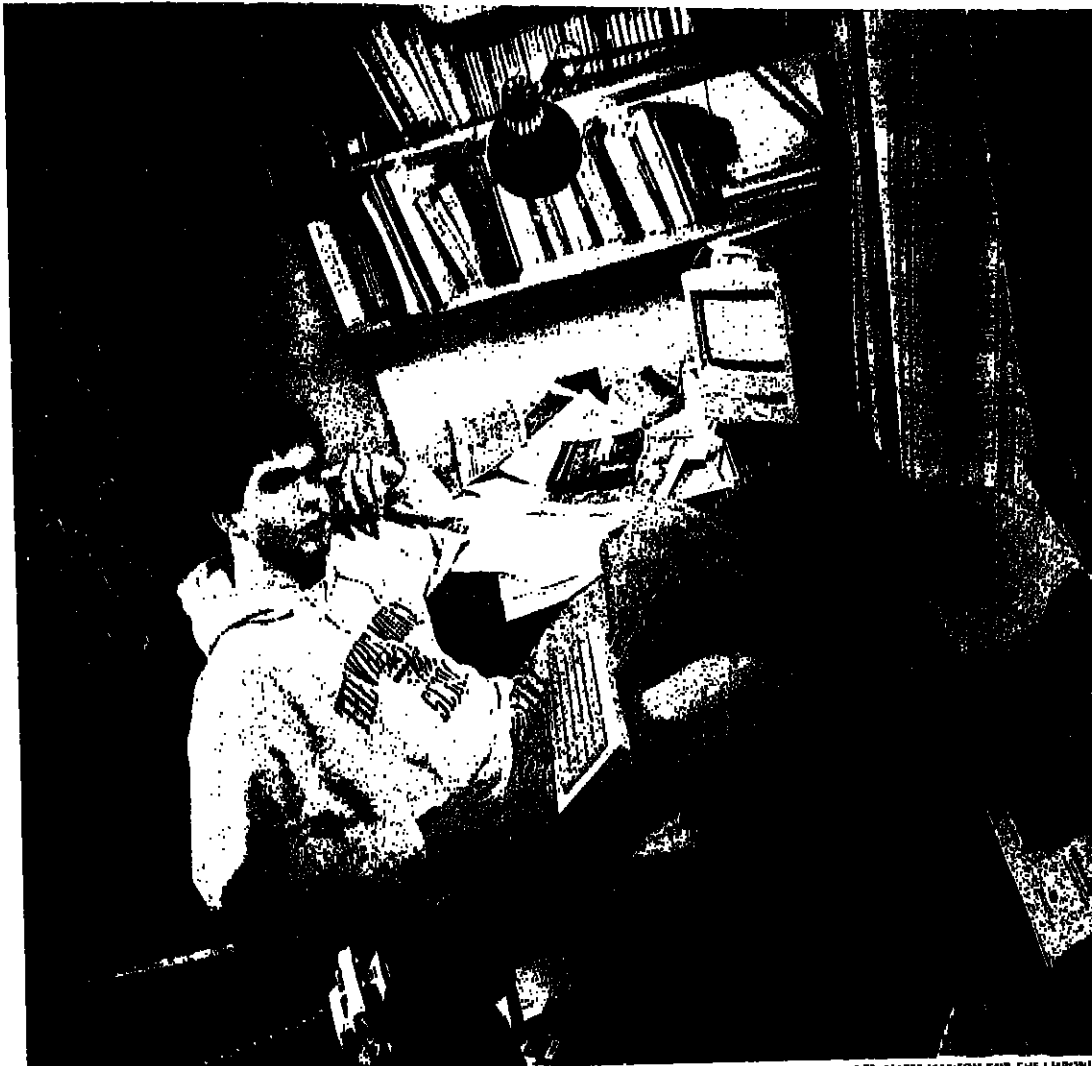
Echoes of Texas Requirement

The Wooster seminar aims to achieve goals that have led to warfare among faculty members when attempted on other campuses. Its approach is similar to that of a controversial writing requirement killed at the University of Texas at Austin in 1990. The Wooster seminar requires students to read Paula Rothenberg's *Racism and Sexism: An Integrated Study*, a main focus of dispute in the Texas course.

Professors and administrators at Wooster say they have been able to gain support for the course because faculty members across the campus have helped to shape the reading and speaker lists. In addition, the college has always had a rigorous course of study, requiring religious studies and an independent project of all its students.

Until last academic year, the freshman seminar changed its theme annually and common readings were required. Topics ranged from the environment to global conflict. Beginning in 1990, the faculty committed itself to the "Difference, Power, Discrimination" theme for three years.

Besides the Rothenberg book, professors this year chose among novels by six authors who write about women and members of minority groups, including Toni Mor-



Freshman Jeremiah Jenne: The program's style and tone are "so heavy handed in one direction that it ceases to be interesting."

ryson, Tony Hillerman, and Amy Tan. Professors come from a variety of disciplines and often tailor the material to their interests. For example, Mark A. Wilson, an associate professor of geology, includes Stephen Jay Gould's *The Mismeasure of Man* and leads discussions on science and intelligence testing.

A sit-in by black students in 1989 led to the three-year commitment to a theme for the seminar. The protesters had pushed for a black-studies requirement. Using the first-year seminar program to deal

"Students really get burned out. We spend so much time talking about problems, it's impossible to talk about solutions."

with race, class, and gender issues was the compromise plan.

Despite concerns that such approaches represent the intrusion of politics into education, Ms. Williams argues that the seminar is—and always has been—a way to teach writing and thinking skills. "Nowhere is it stated that our concern is to raise consciousness or anything of that nature," she says.

Evaluations of the 1990 seminar indicate that students generally like the course. About 85 per cent of the freshmen surveyed said it had met their expectations. Eighty per cent said the seminar had presented different perspectives. Ninety-four per cent said their in-

structors had encouraged "independent thought and disagreement" over interpretation of the subject matter.

The students interviewed at the end of Nancy Grace's 1991 seminar seemed to match that profile, if not improve upon it. None of them said they felt that they could not speak out or disagree about politics. Subjects they did not want to raise in class they could discuss in a "community journal," a notebook passed from student to student in which they could argue with each other, anonymously. Ms. Grace, an assistant professor of English and women's studies, did not read the journal entries during the semester.

Ms. Grace's syllabus, like those of many professors who teach in the course, is weighted toward multicultural works and writers who criticize the status quo. But the professor says she encourages students to argue with the authors. Still, she notes, "as a teacher I can't teach from a neutral perspective because I don't think there is one."

Ms. Grace frequently broke the 18-person class into smaller groups, so they could work and argue collaboratively. After reading *My Antonia*, Willa Cather's examination of America's European roots, students analyzed their own race, class, gender, and cultural backgrounds in the context of national values. In a final paper, they discussed the pros and cons of affirmative action by assuming the roles of a minority applicant to the college and an admissions officer.

Several students contrast the school with their experiences in high school, where they say they were

expected to listen and memorize the "right" answers. "I've never had a class that's been so relevant to my life," says Jennifer Lindquist.

"When you have a set of ideas and beliefs you've based your life on and someone says, 'Defend those beliefs,' it's unnerving," adds Anne Flewelling. "People feel uncomfortable."

The bigger question: What did they learn?

Several say they learned to think twice about habits, especially of language, that were O.K. in high

"Education isn't designed to make people comfortable, it's designed to make them think."

school but are considered offensive here. Others say they will never be able to watch television or movies in the same way again, now that they are newly sensitized to how women are often stereotyped.

The seminar also introduced them, ever so generally, to matters of history and public policy. Mr. Mattison was startled to read the Emancipation Proclamation for the first time, and to see that it was an act of political compromise in which only slaves in the Confederate states were freed.

Shila Garg, an assistant professor of physics, showed her students *The Times of Harvey Milk* and had them attend a showing of

the AIDS quilt on the campus to start them talking about homosexuality. One student who had written that it was all right that the disease was killing gays left the showing visibly moved, she says.

Many students say they finish the course depressed and tired of the constant focus on inequality. "I think students really get burned out," says Andrew Schulz, a senior who served as a teaching assistant for Ms. Grace. "We spend so much time talking about problems and questions, it's impossible to talk about solutions."

Jeremiah Jenne, a freshman who covered the lectures for the student newspaper, says the seminar falls short by aggravating conservatives and soothing liberals without creating a useful dialogue between the groups. "The style and the tone of the seminar is so heavy handed in one direction that it ceases to be interesting," he says.

The seminar's lecture series is heavily weighted with liberal speakers, he says, and the official conversation on the campus seems one-sided. Other students noted the hostile reaction given in 1990 to former New York City Mayor Edward I. Koch, who was critical of affirmative action in his Wooster appearance.

Some students took solace in the remarks by Mrs. Cheney, who in a September speech recounted a former Wooster student's description of the college as an intolerant "re-education camp."

Ms. Williams, the dean of faculty, defends the seminar program, noting that student response had been on par with that given to other Wooster courses and that faculty members had chosen to teach it again. She criticized the National Endowment's Mrs. Cheney for attacking the program and the college without visiting the campus.

'People Are Going to React'

"Indoctrination is not part of what we hoped we'd achieve," Ms. Williams says. "But it is only realistic to accept the fact that attitudes are being challenged and people are going to react."

"Even without this theme, young white men on this campus and on other campuses are feeling embattled," she adds. "It's just that on this campus they have somewhere to lay the blame."

Two years into the "Difference, Power, Discrimination" theme, the college has several decisions to make. First, a faculty committee will recommend whom to invite as speakers next year. Ms. Williams said she would like again to invite Mrs. Cheney, who last year turned down an offer to appear, as did the columnist George Will.

Next the college will have to decide whether to continue the current theme. Ms. Williams said she hoped it would. A faculty committee will begin to discuss the matter this month.

"I'm very pleased at the kind of dialogue it creates on our campus," Ms. Williams says.

Adds Mr. Jenne, the freshman: "You'll hear grumbling and griping, but you'll also find people having second thoughts about telling a racial joke."

Athletics

IRS Signals It Still Plans to Tax Donations for College Sports Programs, Bowl Games

But new guidelines also indicate agency has no intention to tax other gifts to universities

By DOUGLAS LEDERMAN
WASHINGTON

The Internal Revenue Service has signaled anew its intention to tax the money that football bowl games and college sports programs get from corporate sponsors.

The new policy, explained in a set of proposed guidelines for IRS examiners, could threaten the financial health of a few sports programs and the survival of some bowl games.

But the new guidelines should allay any fears higher-education officials might have had that the IRS planned to tax gifts to colleges and other non-profit institutions merely because an institution, in turn, formally recognizes the donor. The policy clearly suggests that the IRS does not plan to tax as unrelated-business income such donations received by a college, even if the

college recognizes a donor by naming a building or professorship after him or her. "Mere recognition of a corporate contributor as a benefactor normally is incidental to the contribution and not of sufficient value to the contributor to constitute unrelated trade or business," it says.

Aimed at Corporate Sponsors

While the new guidelines will protect most revenues that colleges receive, they take clear aim at the money that their athletics programs receive from corporate sponsors—both directly and through participation in bowl games.

Traditionally, tax laws have granted protection to any revenues received by a non-profit group that are "substantially related" to the organization's primary mission.

But in December, the IRS ruled that two

bowl games—the Cotton Bowl and the John Hancock Bowl—had to pay unrelated-business income tax, or UBIT, on the money they received from their corporate sponsors, Mobil Corporation and John Hancock Mutual Life Insurance Company, respectively.

The ruling prompted fears from many groups, such as orchestras and sponsors of fairs, that they might be next. The new guidelines, designed to lay out the standards that IRS investigators should use in reviewing arrangements between non-profit groups and corporate sponsors, should ease some of those fears.

The policy differentiates between non-profit groups engaged in "purely local" activities that receive "relatively insignificant gross revenue" from sponsors—such things as little-league teams and youth or

orchestras—and those receiving "substantial" benefits and providing "significant promotion" to the sponsor.

Trouble for the Bowl Games

The new policy spells trouble for the bowl games. The IRS statement urges examiners to search for signs that the tax-exempt group has provided certain benefits to the sponsor in exchange for the contribution, such as including the sponsor's name in the event's title or prominently displaying the company's logo or name at the site or on other materials related to the event. Most of the 18 bowl games played this winter prominently featured the names of their sponsors both at the games and during television broadcasts.

The revenue service also directed its examiners to explore and challenge claims by bowl-game organizers that the money they receive from sponsors for scholarships and other educational purposes.

"In these situations, the examiner should obtain information from the participating institutions regarding terms and conditions, if any, governing the funds and the ultimate use of the income," the IRS statement says. "In this regard, media reports have indicated that funds may be used for travel and other expenses related to attending the event rather than the regular activities of the participating organization."

The IRS document repeatedly urges examiners to look closely at the contracts between sponsors and tax-exempt groups for evidence of *quid pro quo* promises of advertising time and visibility in exchange for the donation. Julie Gilbert, a tax lawyer in Washington, said she feared the revenue service's focus on formal agreements between sponsors and non-profit groups might encourage them to seek arrangements that are less formal and more vague.

"It's a very bad thing for the IRS to be doing, setting up a legal standard that encourages organizations to enter into complex arrangements depending on oral understanding," said Ms. Gilbert. "It may discourage careful contractual analysis."

The Law Is Very Clear

However, a spokesman said the IRS would carefully review the facts in each case, and would look not just at written contracts but at all oral agreements. "It's not like we're trying to say that if you do this orally and don't have a contract, you don't have a problem," said Wilson Fidelity, the spokesman. "If it seems like it is advertising, then the law is very clear."

Because of the controversial nature of the guidelines, the IRS has taken the unusual step of inviting public comment about them, through April 3.

Sponsors of the bowl games have pinned many of their hopes for avoiding tax scrutiny on Congressional bills that would protect the tax-exempt status of groups that sponsor amateur sporting events.

"These guidelines are evidence of the IRS's intention to develop new tax policy," said Bruce Bernstein, a partner at Arthur Andersen who represents the Cotton Bowl. "That's the role of Congress."

But sources in Congress say the bills are not high on their priority list. "People are preoccupied with much bigger things," one House staff member said.

Status of Sports Investigations on College Campuses

A symbol (#) indicates that an item has been added or changed since this list was last published in The Chronicle (October 30, 1991).

Auburn U. The university said (4/30/91) it had received an official letter of inquiry from the NCAA, which listed possible rule violations in Auburn's men's basketball and men's tennis programs. The university said (7/15/91) that it had conducted an internal investigation into the two sports programs and would cooperate with the NCAA inquiry. Two former football players—one of whom said he had audiotaped tapes to support his charges—told The Montgomery Advertiser (9/27/91) that they had received illegal payments from coaches and several assistants denied the charges. Another former player, Vincent Harris, said (10/6/91) that he had received money from assistant football coaches, at least once at the direction of Mr. Dye. On tapes released by Eric Ramsey (10/20/91) to The Birmingham News, an Auburn booster who is a friend of Mr. Dye is heard offering to give the player cash for payoffs and Christmas presents. Mr. Ramsey released (11/3/91) new tapes on which he appeared to have recorded three current or former assistant coaches offering him cash. The CBS News show "60 Minutes" (12/22/91) broadcast a taped conversation in which Mr. Dye tells Mr. Ramsey that he will try to help him get a loan. The following week, according to documents, Mr. Ramsey received a \$9,000 loan from Colonial Bank, which is owned by an Auburn trustee, Mr. Dye sits on the board of the bank's holding company.

Austin Peay State U. President Oscar Page said (4/22/91) that the NCAA was investigating possible violations in the recruitment of Basil Ahmed, a basketball player who never enrolled at the university. The university admitted (8/27/91) that an assistant men's basketball coach had violated three NCAA rules and said it would reduce its basketball scholarships for next year to 14 from 15.

Ball State U. The university acknowledged (8/19/91) that it was investigating possible improper use of long-distance telephone service by current and former men's basketball players. Four present players admitted (10/16/91) charging more than \$800 in unauthorized calls to the university. The players agreed to reimburse the university and were declared eligible to compete by the NCAA. A university official said (12/6/91) the investigation was continuing into possible abuse by former players.

Boise State U. Boise State officials said (11/21/91) they would send a report to the NCAA about payments that a university foundation had made to the athletics director and coaches. The university's lawyer said he believed the salary supplements were proper.

Chicago State U. Chicago's Sun-Times reported (11/7/91) that the NCAA was investigating charges that the university's sports officials had changed athletes' grades to keep them eligible and allowed part-time and transfer students to compete although they had not met entrance requirements. The athletics director, Al Avant, said he was not aware of any inquiry.

Clemson U. The Atlanta Journal-Constitution reported (10/24/90) that the NCAA was investigating the possibility that the high-school transcript of Wayne Buckingham, a prized recruit, had been altered and that someone had taken the Scholastic Aptitude Test in his place. The university announced (12/4/91) that NCAA enforcement officials had accused Clemson of lacking institutional control over the basketball program, and admissions officials of ignoring evidence that Mr. Buckingham should have been ineligible. Clemson's dean of admission and registration is J. J. Skelton, who is also the NCAA's secretary-treasurer.

Jackson State U. Martin Epps, the track-and-field coach, was relieved of his duties (10/9/91) because of an inquiry into alleged violations in his program. Mr. Epps will keep his job as an assistant professor of physical education. The university said a university official said (12/9/91) that Jackson State had responded to a set of charges from the NCAA and was awaiting the association's response.

Middle Tennessee State U. In Nashville, The Tennessean reported (4/20/91) that the NCAA was reviewing possible rule violations in the men's basketball program. A university official said (12/9/91) that NCAA investigators had

Oklahoma State U. The Daily Oklahoman reported (12/5/90) that the NCAA had notified Oklahoma State officials that it had begun a preliminary investigation into one of the university's sports programs. Oklahoma State suspended its wrestling coach, Joe Seay (5/17/91). The Daily Oklahoman reported (7/24/91) that NCAA enforcement officials had returned to the Stillwater campus to review charges that Mr. Seay had directed his players to lie to investigators. The university released (11/7/91) an official letter of inquiry in which the NCAA's enforcement staff listed 25 possible violations in the wrestling program. They included charges that Mr. Seay had paid some athletes to work at his summer camp and paid others for work they had not done.

Syracuse U. The Post-Standard of Syracuse reported (12/20/91) that a seven-month investigation had shown that the university's men's basketball program had broken dozens of rules in recent years. Syracuse's coach, Jim Boeheim, denied the charges, but the university said it had sent the NCAA a copy of the newspaper stories. A few weeks into an internal investigation by lawyers and a five-part inquiry committee, the university (2/6/91) decided seven basketball players ineligible for undisclosed rule infractions, but the NCAA reinstated them later that day, finding that the athletes had not purposely violated the rules. The NCAA's eligibility panel upheld (12/5/91) Syracuse's decision in October to declare ineligible Coryd McRae, a basketball player, after an internal inquiry found that the university had violated NCAA rules in recruiting him. A state judge in New York (12/6/91) granted Mr. McRae's request for a restraining order that allowed him to compete despite the NCAA ruling. The eligibility committee (12/19/91) reversed its earlier ruling, saying Syracuse, not Mr. McRae, should bear further responsibility for the violations.

Tennessee State U. University officials acknowledged (4/25/91) that the NCAA was planning to investigate possible rule violations in the football program, including charges of possible illegal inducements to recruits. The university said (12/18/91) that it had violated some rules. It said it had reprimanded Joe Gilliam, the football coach, and stripped the eligibility of Jimmy Bethas, a quarterback.

U. of Alabama. The Columbus (Ga.) Ledger-Enquirer reported (11/26/91) that Auburn University's sports officials had alleged to the Southeastern Conference that another school had taken a college entrance examination in the place of a freshman football player. Auburn officials said they were unsure that Auburn's athletics program had filed such a charge.

U. of Arkansas at Fayetteville. The Arkansas Democrat reported (9/22/91) that three investigators were studying possible violations in the transfer of two junior-college athletes to the university last summer. Frank Broyles, the athletics director, confirmed (11/19/91) that he had been interviewed by the investigators.

U. of Miami. University officials said (12/9/91) they would investigate charges that athletes have received some technical assistance by fraudulent means. A former academic counselor in Miami's sports program admitted (6/23/91) that he had retained Bill Frank Spillane, a former coach, to help athletes cheat on the SAT. The university said (12/9/91) that it had received a letter from the NCAA regarding the matter.

U. of Nebraska. A university official said (12/9/91) an internal inquiry had found possible violations of NCAA rules in the men's basketball program. Nebraska's coach, Gene Keady, said (12/9/91) that he had received a letter from the NCAA regarding the matter.

U. of Nevada at Las Vegas. The university's athletics director said (7/20/89) NCAA investigators had visited the campus to look into possible violations in the recruitment in 1985 and 1986 of Lloyd Daniels, a high-school basketball star who never played for the university. The NCAA charged (12/18/90) UNLV with 29 rules violations, many of them major. The Los Angeles Times reported (3/6/91) that NCAA investigators were also reviewing possible violations in the recruitment of Ed O'Bannon, a basketball player now at the University of California at Los Angeles. The Las Vegas Review-Journal published photographs (5/28/91) showing former UNLV players with a man convicted of fixing sporting events. Jerry Tarkanian, the basketball coach, said (6/7/91) he would resign after the 1991-92 season. UNLV officials said (7/2/91) they had received a new set of charges from the NCAA stemming from the recruitment of Mr. O'Bannon and another player. The university released a secretly made videotape (11/28/91) of a conditioning class taught by a UNLV basketball coach that apparently shows the team practicing before the official start of the season.

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U. of Pittsburgh. University officials said (11/2/90) they were investigating possible "irregularities" in the handling of money by the athletics department's booster group, the Golden Panther Club. The university said (2/13/91) it had reopened an earlier inquiry into the football program because of the latest charges. A former assistant athletics director and a former chairman of the Golden Panther Club were charged (8/21/91) with conspiring to steal more than \$42,000 in contributions. The university said (9/18/91) it was investigating whether a social club had violated NCAA rules when it paid \$10,000 to the former head football coach, Mike Gottfried, for expenses. The Pittsburgh Press reported (12/19/91) that a football player, Keith Hamilton, had refused to sign a document that would allow university investigators to review records of money that reportedly had been wired to him.

U. of Virginia. The university said (5/21/91) that it would investigate about three dozen loans made to athletes and graduate assistant coaches in the 1980s by a booster group. A three-member committee will review whether the loans by the Virginia Student Aid Foundation violated NCAA rules governing improper financial aid. Many of the loans were made while Richard D. Schultz, the NCAA's associate director, ran Virginia's sports program. Mr. Schultz said he knew nothing about the loans.

Wendell U. The women's basketball coach, Phil Lee, resigned (3/9/91) after his reportedly failed to provide complete information to NCAA investigators. News reports said that the association was investigating charges that Mr. Lee had violated some minor recruiting rules, and that the coach had withheld some information from NCAA investigators during the inquiry.

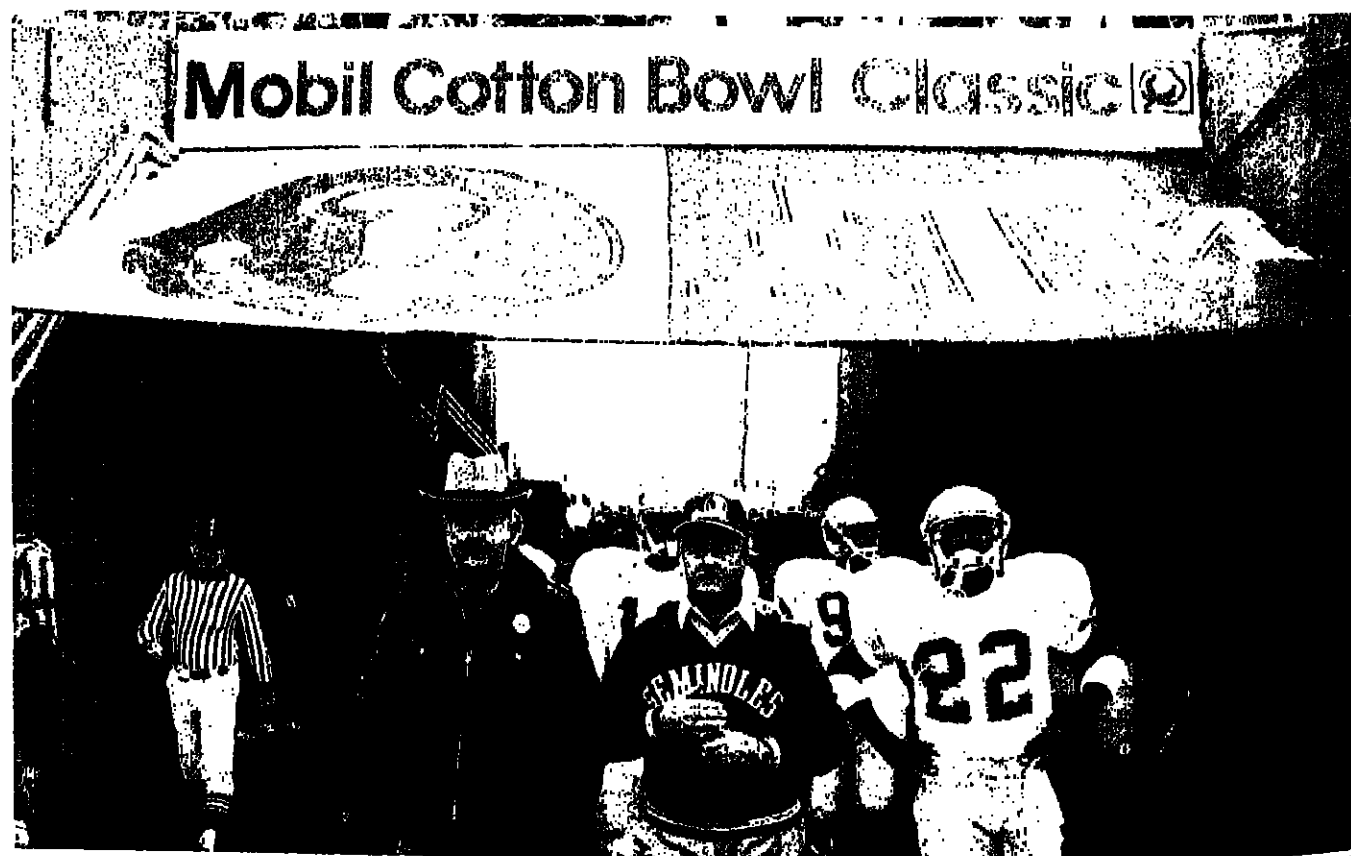
INVESTIGATIONS RESOLVED

Howard U. The NCAA charged Howard (12/10/91) on two years' probation and barred it from postseason football competition in 1992 for major violations in the 1989 football program. The NCAA's institutional committee said Howard had permitted ineligible players to compete and failed to maintain institutional control over the program.

Syracuse U. The university said (10/20/91) the NCAA had stripped the Syracuse men's basketball team of its 33 victories from 1989 through 1990 because of former players' involvement in ineligible. The university acknowledged that a violation had been committed by the team, but the former coach, Jim Boeheim, said he was not aware of the violation. The university said (12/9/91) that it had received a letter from the NCAA regarding the matter.

Texas Tech U. The NCAA Committee on Infractions placed (11/4/91) the university on two years' probation and barred it from postseason football competition in 1992 because of major recruiting violations. The infractions panel also put basketball coach Elgin Baylor on probation.

U. of Utah at Salt Lake City. The NCAA's Infractions Committee placed (12/9/91) Utah on two years' probation for major rule violations in its men's basketball program. The NCAA charged Utah with recruiting violations and recruiting a player on a basketball scholarship.



Federal tax collectors are taking clear aim at the money that colleges receive from corporate sponsors of athletic programs and football bowl games.

State Appeals Court Upholds Ban on Random Drug Testing at U. of Colorado

The Colorado Court of Appeals has upheld a lower-court ruling that prohibited the University of Colorado at Boulder from conducting mandatory drug testing.

The appeals court declared that Colorado's random drug-testing program violated the privacy protections of the Colorado and U.S. Constitutions. The university replaced the random program with a voluntary one after the lower-court's August 1989 ruling.

The appeals court ruled that the university could conduct mandatory drug testing only if it showed a "compelling need" to

do so, and that it could test an individual athlete only when it had a "reasonable suspicion" that he or she had used drugs.

The appeals court granted the university a minor victory, however, in its finding that the institution needed only reasonable suspicion to test an athlete. The lower court had ruled in August 1989 that Colorado could test an individual only when it had "probable cause" to suspect drug use.

Still, a lawyer representing the athletes who challenged the Colorado policy said the university would have trouble meeting even the reasonable-suspicion standard.

"This leads to the conclusion that unless they witness evidence of drug usage, or have good circumstantial evidence, they are simply not going to be able to meet that standard," said David Miller, a lawyer with the Denver chapter of the American Civil Liberties Union.

A lawyer for the university, Beverly Fulton, said the institution had not yet decided whether to appeal the ruling.

"We've found that the voluntary program that we put in place is working pretty well, along with our education program," she said.

—DOUGLAS LEDERMAN

International

The administration, faculty, and student body of Bir Zeit University in the Israeli-occupied West Bank have strongly condemned the murder of Albert Glock, a professor of archaeology and head of the university's Center for Palestinian Archaeology. An American who had worked at Bir Zeit since 1976, Mr. Glock was shot to death this month near the village of Bir Zeit. There were no witnesses.

Israeli military sources suggested that the murderers might be political extremists opposed to the current Palestinian-Israeli peace talks. A university spokesman discounted the theory, saying that Mr. Glock had had no political connections and had been an integral part of the university and the Palestinian community.

South Korea's education minister lost his job last week following the theft of copies of the country's standardized college-entrance examination one day before the test was to be administered. The theft forced to government to postpone the exam until February 10.

The education minister, Yoon Hyung-sup, submitted his resignation after a huge public outcry over the theft of the exams. South Korean President Roh Tae-woo appointed Cho Wan-kyoo, former head of Seoul National University, to take over the ministry. President Roh expressed his deep regret over the incident and ordered a full investigation.

The theft was discovered by a janitor at Seoul Theological University, where hundreds of high-school students were to take the test. They were among 272,307 students across the country who are competing for 59,454 places in the higher-education system next year.

Faculty members in Australia have denounced a 25-per-cent pay raise granted to university vice-chancellors, which could increase the salary of the campus chief executives by as much as \$30,000 (Australian) a year.

Faculty members protested that they themselves had won only a 16-per-cent increase, which is being phased in over two years.

How much vice-chancellors earn is a closely guarded secret on most Australian campuses, but the compensation packages usually include a base salary, a car and driver, furnished housing, and substantial retirement benefits.

The raise brought the salaries of senior vice-chancellors to around \$130,000 a year. But the president of the Federated Australian University Staff Association, Ralph Hall, said many compensation packages for vice-chancellors were worth more than \$200,000.

The Australian Vice-Chancellors' Committee said the pay raise was reasonable, given the responsibilities involved in running a modern university.



Rafael Urrelo, an entomologist who this month began a five-year term as rector of the university: "Our mission is to give knowledge and technical aid directly to farmers."

Campus Thrives Amid Perils of Cocaine Trade

Isolation, guerrilla violence test Peru's U. of Jungle



By ROBIN KIRK
TINGO MARIA, PERU
For Daniel Juarez, giving a seminar on tropical diseases in cattle can be a life-threatening adventure.

A veterinarian, Dr. Juarez teaches at Peru's National Agrarian University of the Jungle, located in Tingo Maria, 200 miles northeast of Lima, the capital. With its sunny weather and spectacular setting in the high rain forest, Tingo Maria might seem the ideal spot for a university dedicated to jungle agriculture.

But since the 1970's, Tingo Maria also has been a major hub of the billion-dollar cocaine trade. Today cocaine, a Marxist revolution, a brutal counterinsurgency, and an anti-drug war have made this area into what some say is one of the most dangerous places on earth. That the university not only keeps its doors open but has been growing steadily ranks as one of Peru's minor miracles.

Buzz of Small Planes

Tingo Maria, with a population of 50,000, is the southern gateway to the Huallaga Valley, the 250-mile-long stretch of Amazon watershed where an estimated 65 per cent of the world's "coca" leaf, which is refined into cocaine, is grown.

At the university—known widely as UNAS, its initials in Spanish—lectures are often given over the buzz of small planes flying raw cocaine north and U.S. dollars and contraband weapons south. Only three miles outside of town, travelers can be stopped by rogue soldiers or police, who rob and rape, or by guerrilla fighters of the Communist Party of Peru—Shining Path, who kill local officials and anyone on their blacklists.

"I was giving a lecture recently to some ranchers at our pilot project in Aucayacu, and the Shining Path came
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Rector Urrelo and a student at work on a trap designed to catch insects. The National Agrarian University of the Jungle began in 1964 in what was once an experiment station financed by the United States.

President of American Council Urges Colleges Not to Let Economic Strains Cause Cutbacks in International Programs

By PAUL DESRUISSEAU

WASHINGTON

International programs and projects may seem like easy targets to university budget cutters as the recession grinds on. But the president of the American Council on Education warned last week that it was more important than ever to preserve and even expand such activities.

"Just as it would be foolhardy for this nation to retreat into neo-isolationism as we concentrate on our domestic problems," said Robert H. Atwell, the president, at the council's annual meeting here, "so too would it be shortsighted for colleges and universities to cut or eliminate those programs that address the many dimensions of American ethnocentrism."

Mr. Atwell acknowledged, however, that in times of economic strain it might be difficult for both colleges and the country to keep focused on the need to maintain international ties. "Not since the 1930's has isolationist sentiment in the nation

been so strong, and never in my memory has higher education been so under siege," he said.

The theme of the council's meeting was "Old Borders, New Frontiers: Higher Education in a Changing World," and more than 100 officials of universities in some 50 foreign countries attended.

'Diminished Resources'

It was the largest U.S. gathering of international higher-education leaders since the International Association of Universities met at the University of California at Los Angeles in 1985.

Despite cultural and ethnic differences, the international education leaders had much in common with their U.S. counter-

parts, Mr. Atwell said. "Diminished resources and rising expectations are realities we all share, and we all are struggling to find ways to reconcile institutional autonomy with the need for differentiated missions," he said. "We all want more faculty and student exchanges, but have inadequate mechanisms for achieving such objectives. Enhanced understanding, shared knowledge, and increased cooperation not only can help us with our immediate institutional problems, but can serve as counterweights to the isolationist tendencies that threaten international peace."

In acknowledging the challenges faced by higher-education officials in foreign countries that are experiencing rapid and sometimes tumultuous change, Mr. Atwell

"Not since the 1930's has isolationist sentiment

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has higher education been so under siege."

called on U.S. universities to take steps to slow down the "brain drain" of faculty members from institutions all over the world into this country—particularly from Central and Eastern Europe. "It is one thing to argue for the virtues of the free market for faculty members," he said, "but it is quite another to damage through our own efforts the prospects for rebuilding and developing autonomous universities in those nations."

Beyond Exchange Programs

He also said American higher education needed to provide assistance to universities overseas that went far beyond exchange programs. He said American academics should do more to help their foreign counterparts acquire skills in the management and governance of higher-education institutions, areas in which he said U.S. expertise was unmatched. He cautioned, however, against attempts to export American models and suggested, instead, that providing consultation to institutions that are restructuring themselves was a better way to assist them.

Saying that U.S. colleges and universi-
Continued on Following Page

Universities in Tashkent Closed After Clashes With Police Leave at Least 2 Students Dead and Dozens Injured

By ALEXANDER TOMASZ MASSEY
MOSCOW

The government of the former Soviet republic of Uzbekistan has shut down universities in Tashkent, the capital, until February 10 in the wake of violent protests this month in which at least two students were killed and more than 50 injured.

The students died when police opened fire on an estimated 10,000 demonstrators protesting price increases and food shortages in the central Asian nation, which began moving to a free-market economy this month. Some 20 police were also wounded in the incident. It was the first violent protest against the economic reforms introduced by Russia and followed by most of its former republics, now members of the Commonwealth of Independent States.

Cost of Meals Tripled Overnight

Angry students, mainly from Tashkent State University and Tashkent Technical University, took to the streets after the

At a press conference last week, President Karimov accused "destructive conservative forces of the hidden opposition" of using the price changes to provoke student violence.

cost of meals at campus cafeterias tripled overnight.

Although early reports placed the number of dead at only two, the Commonwealth television network and the Moscow-based independent news agency Interfax reported six had perished. An independent inquiry by the Birlik Popular Movement, the main political opposition in Uzbekistan, reported that a total of 21 students had died either during clashes with police or from injuries suffered in those confrontations.

Uzbek officials continued to maintain last week that only one student had died. Western news agencies reported that they had not been able to confirm the deaths of more than two students.

Alarmed by the scale of the protest, Uzbek authorities rushed to restore old food prices for students and suspended all higher-education classes in Tashkent for three weeks. Students were ordered to leave the capital and return to their homes, a measure that some observers said could backfire if students sought to spread the protest. Food shortages in the outlying areas are more severe than in Tashkent.

The violence in the capital was sparked by a spontaneous march on the palace of Uzbek President Islam Karimov that turned ugly when protesters smashed store windows, threw rocks at police, and overturned cars. Hundreds of anti-riot policemen opened fire and finally dispersed the
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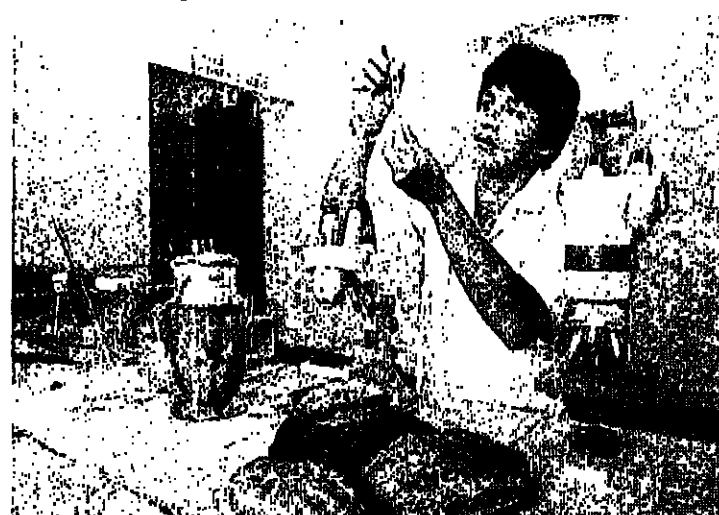
Campus Thrives Amid Drug Trade, Guerrilla Violence

Continued From Preceding Page
in and wanted me to explain what I was doing and why," recalls Dr. Juarez, who is also vice-rector for academic affairs at the university. Two hours north of the campus, the project is actually a house and small barn where specialists advise ranchers on ways to improve their cattle herds.

Aucayacu is also within what Dr. Juarez says is the "red zone," where daily life is controlled by the Shining Path, as the guerrilla movement is commonly called. Led by a former academic, the group took up arms in 1980 with a pledge to destroy democracy in Peru and establish in its place a totalitarian state modeled on Mao Zedong's revolutionary China.

In Aucayacu, the guerrillas have an alliance with some coca farmers, who help support them in exchange for protection from three dangerous elements: the well-armed Colombian drug cartels that buy the raw cocaine, called "pasta basica;" the Peruvian anti-drug police; and the U.S. Drug Enforcement Administration, which blows up cocaine-processing "labs" as part of the anti-drug efforts it is involved in with Peru's government.

Although no UNAS faculty member has been killed by the guerrillas, academics in other regions of Peru have been targets. The Shining Path holds that development



Enrique Arevalo studies fungi that affect plants in the region, including the infamous coca plant.

projects not led by the Communist Party are tainted by imperialism and must be stopped.

"In the end, all they wanted was my slide projector, which they took for one of their guerrilla schools," says Dr. Juarez of his encounter with the Shining Path. "It would be very vain to say that I was not afraid. But I'm going again, because we do no one any harm, and have as our only object to help farmers produce more and better products."

'Aid Directly to Farmers'

What unites UNAS staff members and students are a sense of mission and a commitment to improving the lot of Huallaga farmers.

"Our mission is to give knowledge and technical aid directly to farmers, not big business," explains Rafael Urrelo, an entomologist who this month began a five-year term as rector of the university. "This is the prime reason UNAS is highly respected in the country-side."

The university began in 1964 in what was once an experiment station financed by the United States. Growing from an original student body of 35 and a teaching staff of 10, the university now has more than 1,300 students and 153 professors in five departments: agronomy, animal husbandry, food industries, forestry and renewable resources, and social sciences.

Graduates go on to work for companies involved in agriculture, livestock, and food production. Some return to family farms, and others emigrate in search of work.

The campus hugs a half-mile stretch of the earth-brown Huallaga River and contains a 20-acre experimental field, a ranch, laboratories, and a botanical garden with its own monkeys. The focus is on the region. For instance, in the small zoo just behind the main campus, all the animals come from the local area—two coatlis named Anita and Julia, a hawk, a small crocodile, an iguana, and a river otter.

"We would like to have more, but it is very expensive to maintain these animals in captivity," explains Javier Sota, a UNAS graduate who now works as an agricultural extension officer, visiting area farmers and helping them improve their crops and animals. Although the animals are a campus attraction, more popular is the dense and cool forest around the cages.

Despite the Shining Path's attacks against research installations in Peru that receive financial support from the United States, UNAS

where students go to talk and study under sprays of wild orchids.

Some UNAS projects are controversial.

Enrique Arevalo, for instance, a soft-spoken phytopathologist on the university's teaching staff, never

er thought his specialty—plant fungi—would propel him into the eye of an international dispute. Two years ago, coca farmers from Uchiza, the heart of the Huallaga coca belt, came to UNAS to find out what was killing their plants. Mr. Arevalo says identifying the common fungus wasn't difficult. The hard part was avoiding public speculation about why it had suddenly begun killing coca plants in 1987. Although the fungus exists in the earth, never before had it attacked coca. According to Mr. Arevalo, now 80 per cent of the estimated 375,000 acres of coca in the upper Huallaga Valley are affected.

"The farmers say the infestation began after the DEA dumped a strange powder from their helicopters, which the Americans deny," Mr. Arevalo says.

Since 1979, UNAS has received funds from the U.S. government to train professors and provide an agricultural extension service to promote legal crops like annatto, cacao, and coffee. Scientists at the university also have investigated an insect known locally as the "malunya," which eats coca leaves and also has been studied by the U.S. Department of Agriculture as an anti-coca weapon.

Even though coca is the region's most plentiful and successful crop, bringing Peru about \$2-billion annually, there is not one bush on the university's campus. Mr. Arevalo blushes and declines when asked to show his coca samples. He says he fears his work on the coca-destroying fungus will be misunderstood.

Although the Shining Path's attacks against research installations in Peru that receive financial support from the United States, UNAS

thus far has not been targeted. The university also is one of the few campuses in the country that have not been subjected to periodic sweeps by the Peruvian military in search of links to the Shining Path. Just last week, soldiers and police swept through seven university campuses, detaining students and confiscating Shining Path propaganda materials.

Ban on 'Eternal Students'

Last summer the Peruvian military occupied many campuses by force as part of its campaign to eradicate political graffiti, but it did not enter the UNAS campus. The only pro-guerrilla graffiti on any building here is a slogan that was painted in 1986, now faded by years of jungle rain.

Students speculate that the calm political climate on this campus is due partly to the university's rules that prevent so-called "eternal students"—generally political activists who never graduate—from registering. A few students have left to join the guerrillas, while others have opted to put their studies aside to learn the real-life buying and selling of "pasta basica."

The only issue that divided the university over the recent election of a new rector was which candidate would be better at attracting research grants from abroad.

Willington Huaman, a fourth-year animal-husbandry student and a representative in the university's General Assembly, says many people are afraid that in the Huallaga Valley, even legal political activity puts them and their families in danger. Most students are from the region and plan to work here after graduating. Mr. Huaman, a native of Tingo Maria, says his aunt and two cousins were killed by unknown assailants last year after his aunt's participation in a local Mother's Club was criticized.

"It's often unclear who does the killing—narcos, guerrillas, or paramilitaries?" Mr. Huaman says. Other problems that face the university include an inadequate budget, a relatively high dropout rate, and the loss of qualified professors to Peru's larger universities and to other countries, including the United States.

On one recent morning, workers

striking for a pay raise blocked the entrance and locked all doors, effectively halting classes. However, in comparison to the tear-gas-choked battles common on campuses in Lima, the rally on the UNAS quadrangle looked more like an impromptu picnic. Alberto Silva, dean of social sciences, says violence and unrest are not the university's main problems.

"Ten years ago we had accord with different countries and universities for research purposes, but now we have only two small ones, with Canada and the U.S.," Mr. Silva points out. The university has an annual budget of about \$2-million, which does not cover the costs of research, laboratory improvements, or even journal subscriptions.

"We've closed five projects, not because of violence but lack of funds," says Mr. Silva. "We want to bring back the participation of fellow universities, because the region is still understudied."

Few Foreign Visitors

He does acknowledge that it is too early to bring foreign professors back to the university. At one time the campus averaged about five foreign academics a year who came to conduct research in the region. The last two—a Canadian and a Panamanian—came in 1989. After that their own and other governments ended support for the programs that brought the visitors because of the threat of violence.

Tingo Maria was once a popular tourist and study spot, but the few foreigners who dare visit now are gun-toting DEA agents and the rare, curious journalist. In June, 1990, two amateur ornithologists from Britain who were visiting the famous "Owl Cave" seven miles from Tingo Maria were murdered by the Shining Path, who mistook them for DEA agents.

For Mr. Silva, the best hope for the university's future lies in making the university a money-making agricultural enterprise with its own fields, processing plants, and distribution network. "No one believes anymore that the salvation will come from the government," he says. "With our own resources and people, we are going to have to make the university work."

Tashkent Universities Closed After Clashes

Continued From Preceding Page
crowd using truncheons. More than 100 people were said to have been arrested, a figure that officials would not confirm.

One day after the rampage, about 1,000 students held a memorial demonstration on the Tashkent State campus. Speakers demanded President Karimov's resignation and an independent investigation of the killings. The students were attacked by the police, who had sealed off the campus.

'A Murderous Action'

Protests were subsequently mounted by students at the elite Tashkent Medical School, Tashkent Agriculture University, and the Tashkent Literature Institute.

In a statement issued in support of the students, the Birlik movement described the tragic events as "a murderous action of the author-

ities" and called on the president and the government to resign.

Prime Minister Abdulkhasim Mutalov promised a full investigation of the shootings. The authorities made a few conciliatory gestures, including the appointment of Muhammad Solikh, a leading critic of the regime, to the official commission investigating the unrest.

A government statement blamed the events on "the failure to give students timely explanations" for the price increases.

At a press conference last week, President Karimov accused "destructive conservative forces of the hidden opposition" of using the price changes to provoke student violence. In a speech carried on Uzbek television, he asked university officials not to expel students involved in the protests and appealed to the people to refrain from civil disobedience.

International

Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS

Carol Tomlinson-Kearsey
U. of California
at Davis



Pam Hall
North Carolina
Community College
System



James G. Wingate
North Carolina Department
of Community Colleges



Cynthia L. McGill
Rochester Institute
of Technology



Julio W. Izquierdo
Upsala College

• New university chief executive: Central Washington University, Ivory Vance Nelson.

Appointments, Resignations

Roberto Aguero, dean of instructional services at Southwest Texas Junior College, to vice-president for educational services at Western Nebraska Community College.

Sharon A. Alsworth, associate secretary of New Jersey Department of Agriculture, to director of state relations at Rutgers U.

Cary Aufesser, coordinator for data analysis at Massachusetts Department of Education, to director for institutional research at Massachusetts Bay Community College.

Cynthia Batt, lawyer in Philadelphia, to director of career planning in the school of law at Temple U.

Bob Brown, vice-president for business affairs at El Centro College, to vice-president for business and college services at Central Piedmont Community College.

Rodney J. Brown, chairman of nutrition and food sciences at Utah State U., to dean of the college of agriculture.

William S. Bushnell, director of development and marketing at Foundation for Community Encouragement (Knoxville, Tenn.), to special assistant to the president at Notre Dame College (N.H.).

Paul R. Hunsaker, professor of education at South Carolina State College, to interim president.

Shelia Costello-Krucynski, consultant in Beverly, Mass., to director for business and industry at Massachusetts Bay Community College.

Jackie Dalton, nursing instructor at Macomb Community College, to associate dean for allied health and biotechnology at Massachusetts Bay Community College.

Raymond H. Dawson, vice-president for academic affairs and senior vice-president of U. of North Carolina system, has announced his retirement, effective March 31.

James W. Dikar, Jr., assistant director of the college fund at Lafayette College, to director.

Roberta B. Gwill, cataloger librarian at Syracuse U., to head of the monograph unit in the bibliographic-services department of the university library.

Pam Hall, assistant to the president for economic development at Forsyth Technical Community College, to special assistant to the president at North Carolina Community College System.

James J. Hughes, Jr., former executive director and chief executive officer of New Jersey Economic Development Authority, to vice-president for business, finance, and institutional services and treasurer at Rider College.

Stephen T. Hulbert, vice-president for administrative services at U. of Northern Colorado, to senior vice-president.

Paul R. Hunsaker, president of Select Securities Inc. (Logan, Utah), to vice-president for administrative affairs at Utah State U.

Julio W. Izquierdo, acting chief financial officer at Upsala College, to vice-president for finance.

Kim Ann King, former senior writer at U. of Alabama at Huntsville, to director of public information and publications at Massachusetts Bay Community College.

Stephen Kurth, chairman of physical education and athletics at U. of Wisconsin at Eau Claire, to associate dean of the school of education.

Andrew Leese, professor of history at Rutgers U. at Camden, also to associate dean of the graduate school.

Cynthia L. McGill, assistant to the provost at Rochester Institute of Technology, to assistant provost.

Wendell G. Mellich, director of development at Hamline U., to executive director of the alumni annual fund at Carleton College.

Lee E. Monroe, Jr., president of Florida Memorial College, has resigned.

Emily Moore, acting academic dean at Concordia College (Mich.), to dean of faculty at Concordia College (Minn.).

James Moore, associate director of financial aid at U. of Wisconsin at Eau Claire, also to special assistant to the vice-chancellor.

Ivory Vance Nelson, chancellor of Alamo Community College District, to president of Central Washington U.

Rodney H. Ota, director of financial aid at Colorado College, to dean of admission and financial aid at Austin College.

Robert Patterson, registrar at Capital U., to director of the assessment center.

Robert S. Poole, III, vice-chancellor for development at North Carolina Central U., to vice-president for development at Norfolk State U.

Zoran Pylyshyn, former director of the artificial-intelligence and robotics program at Canadian Institute for Advanced Research, to director of the Center for Cognitive Science at Rutgers U.

Lowell Schake, chairman of animal science at U. of Connecticut, to chairman of animal science at Texas Tech U.

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Gazette

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Ronald R. Schmidt, executive vice-president and chief operations officer of Young Life Foundation (Colorado Springs) and former vice-president for institutional advancement at Southern Nazarene U., to a executive vice-president of Colorado Christian U.

David R. Shuckers, director of governmental relations at Pennsylvania State U., to special assistant to the president.

Janet Schwab, assistant registrar at Capital U., to registrar.

Albert E. Smith, president of South Carolina State College, has resigned.

Donette Stewart, assistant director of admissions at U. of South Carolina at Spartanburg, to director.

Linda Tom, senior director for corporate human resources at Rhone-Poulenc Rorer Inc. (Collegeville, Pa.), to vice-president for human resources and relations at Ohio State U.

Carol Tomlinson-Kessey, professor and chair of psychology at U. of California at Riverside, to vice-provost for faculty relations at U. of California at Davis, effective July 1.

Michael J. Wall, director of development for the Arthur G. James Cancer Hospital and Research Institute at Ohio State U., to executive director of the Endowment Association at Wichita State U.

James C. Wallace, acting vice-president for operations at U. of Medicine and Dentistry of New Jersey, to vice-president.

Mary A. Walz, maps librarian at Syracuse U., to head of the maps and government information unit in the library.

James G. Wingate, former vice-president for education at Central Piedmont Community College, to vice-president for programs at North Carolina Department of Community Colleges.

IN THE ASSOCIATIONS

Linda Koch Lorimer, president of Randolph-Macon Woman's College, has been elected chair of Association of American Colleges.

Kenneth L. Moosman, assistant vice-president for research at Arizona State U., has been named president-elect of Health Physics Society.

The Rev. Frederick J. Pennett, chaplain of U. of New Hampshire, has been elected president of National Association of Divinity Directors of Campus Ministry.

Larry Silver, professor of art history at Northwestern U., has been elected president of College Art Association.

MISCELLANY

Edward B. Dodd, former dean of planning and development at Richmond Community College, to vice-president for marketing at Institutional Development Associates.

Jack Loehehead, director of the Scientific Reasoning Institute at U. of Massachusetts at Amherst, to director of programs at Vermont in Education.

Joseph M. Stenhouse, associate academic vice-president at Stockton State College, to deputy superintendent for curriculum and instruction at Plainsville (N.J.) Public Schools, effective June 30.

Deaths

George J. Alker, Jr., 62, former chair of radiology at State U. of New York at Buffalo, December 31 in Williamsport, N.Y.

Yelwe Amundson, 85, former chairman of history at Macalester College, December 28 in San Diego.

Malcolm J. Arth, 61, former chairman of the education department at American Museum of Natural History (New York) and former professor and chairman of anthropology at Adelphi U., January 13 in New York.

Ronald H. Beck, 73, regents professor of education at U. of Minnesota, December 31 in Minneapolis.

Robert W. Cleary, 56, associate professor of pharmaceuticals at U. of Mississippi, January 9 in Memphis.

Pat Dore, 47, professor of law at Florida State U., January 13 in Tallahassee, Fla.

Thomas H. English, 96, professor emeritus of English at Emory U., January 8 in Atlanta.

Robert D. Fleischer, executive director of Horace Mann League of United States of America and former professor of education at Lehigh U., January 4 in Bethlehem, Pa.

Ruth Gabor, 91, professor emerita of English at U. of Wisconsin at Platteville, December 29 in Platteville, Wis.

Glen E. Gordon, 56, professor of chemistry at U. of Maryland at College Park, January 13 in Washington.

Thelma Thurston Gorbam, 78, professor of journalism at Florida A&M U., January 7 in Tallahassee, Fla.

Clement L. Hershberg, 85, professor emeritus of chemistry at Colgate U., December 21 in Hamilton, N.Y.

Ronald E. Kirk, 56, professor of biology at Indiana U.-Bloomington, January 11 in Muncie, Ind.

Warren P. McKenna, Sr., 76, former dean of the college of pharmacy at Xavier U. (La.), January 5 in New Orleans.

Robert B. McNeel, 69, former professor of geography at U. of Cincinnati and former director of American Geographical Society, January 8 in Los Angeles.

Winfield Scott, 59, associate dean for education in the medical school at George Washington U., January 14 in Washington.

Alma L. Wittmayer, 66, associate professor emerita of nursing at Ohio State U., January 7 in Columbus, Ohio.

Coming Events

A symbol (*) marks items that have not appeared in previous issues of The Chronicle.

FEBRUARY

3-4: Faculty. "Evaluating College Faculty," seminar, Kansas State University, Manhattan, Kan. Contact: Center for Faculty Evaluation and Development, Kansas State University, 1615 Anderson Avenue, Manhattan, Kan. 66502-1604; (800) 255-2757 or (913) 532-5970, fax (913) 532-5637.

3-4: Fund raising. "Raising Major Gifts for Endowment," workshop, Gonser Gerber Tinker Stuhl, Palmer House, Chicago. Contact: Gonser Gerber Tinker Stuhl, 400 East Diehl Road, Naperville, Ill. 60563; (708) 505-1433, fax (708) 505-7710.

3-4: Institutional advancement. "Congressional Briefing," Council for Advancement and Support of Education, Washington. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-9900.

4-5: Fund raising. "The Art of Asking," seminar, Institute for Charitable Giving, Chicago Marriott-Downtown Hotel, Chicago. Contact: icg, 300 North Michigan Avenue, Chicago 60611; (312) 222-9757, fax (312) 222-9441.

4-5: Higher education. "Catholic Higher Education: The Mission and the Faculty," annual meeting, Association of Catholic Colleges and Universities, Hyatt Regency Hotel, Washington. Contact: ACCU, Suite 650, One Dupont Circle, Washington 20036; (202) 457-0650.

4-5: Management. "Strategic Management: Getting Value From Strategic Planning," conference, Conference Board, Century Plaza Hotel, Los Angeles. Contact: Conference Board, 845 Third Avenue, New York 10022; (212) 339-0290, fax (212) 980-7014.

5: Higher education. "Political Correctness, Hate Speech, and Academic Freedom on College Campuses," conference, Association of the Bar of the City of New York Committee on Law and Education, New York. Contact: Rosemary Solomon, (718) 990-6600.

5: Multicultural. "Beyond the Dream IV: A Celebration of Black History: Discovering the Past—Understanding the Future," videoconference, Black Issues in Higher Education, Suite B-8, 20350 Warwick Avenue, Fairfax, Va. 22030; (703) 385-2981 or (800) 783-3199, fax (703) 385-1839.

5-6: Faculty. "Sustaining Faculty Diversity in the Research University," conference, University of Arizona, Tucson, Ariz. Contact: (602) 624-8632, ext. 247.

5-7: Administration. "Academic Chairpersons: Celebrating Success," conference, Orlando, Fla. Contact: Center for Faculty Evaluation and Development, Kansas State University, 1615 Anderson Avenue, Manhattan, Kan. 66506-1604; (800) 255-2757 or (913) 532-5970, fax (913) 532-5637.

5-7: Continuing education. "Executive Development Seminar: Global Issues for the 21st Century," National University Continuing Education Association, Washington. Contact: Ann Weinberg, NUCREA, Suite 15, One Dupont Circle, Washington 20036; (202) 328-9900.

5-7: Fund raising. "How to Prepare Your Fund-Raising Plan and Evaluate Your Results," workshop, Council for Advancement and Support of Education, Hyatt Regency Hotel, Coral Gables, Fla. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-9900.

5-7: Institutional advancement. "Running an Effective Advancement and Information Services Program," workshop, Council for Advancement and Support of Education, Omni Royal Orleans Hotel, New Orleans. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-9900.

5-9: Educational technology. "Capture the Vision," national convention, Association for Educational Communications and Technology, Washington. Contact: AECT, Suite 820, 1025 Vermont Avenue, N.W., Washington 20005; (202) 347-7834, fax (202) 347-7839.

6: Fund raising. "Volunteer Management," seminar, Nova University, Fort Lauderdale, Fla. Contact: Nova University, Office of Continuing Education, 301 Main-Hollywood Building, 3301 College Avenue, Fort Lauderdale, Fla. 33314.

6: Students. "Understanding and Meeting the Needs of Gay, Lesbian, and Bisexual Students," teleconference, National Association of Student Personnel Administrators. Contact: National University Teleconference Network, 210 Public Information Building, Oklahoma State University, Stillwater, Okla. 74078-0653; (405) 744-5191, fax (405) 744-6036.

6-7: Management. Workshop on policies on racial harassment, Southwest Center for Human Relations Studies, San Diego. Contact: (405) 325-9336.

6-7: Recruitment. "Recruiting the Graduate Student," workshop, Council for Advancement and Support of Education, Sheraton-Society Hill Hotel, Philadelphia. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-9900.

6-8: English. Midwest regional conference on English in the two-year college, National Council of Teachers of English, Omaha. Contact: Mary Jean Stenberg, Metro Community College, South Campus, English Department, Box 3777, Omaha 68103; (402) 449-8510.

6-8: Students. Institute on college-student values, Florida State University, Wakulla Springs, Fla. Contact: Jon Dalton, Vice-President for Student Affairs, Florida State University, Student Services Building (R-5), Tallahassee, Fla. 32306-3019; (904) 644-5590.

6-8: Violence. National conference on campus violence, Towson State University, Baltimore Marriott Hotel-Inner Harbor, Baltimore. Contact: National Violence Prevention Center, Towson State University, Towson, Md. 21204; (301) 830-2178, fax (301) 830-3441.

6-9: Popular culture. Annual meeting, Far West Popular Culture Association and American Culture Association, Las Vegas. Contact: Felicia Campbell, Department of English, University of Nevada, Las Vegas 89154; (702) 739-3457 or (406) 485-8987.

6-9: Technology. Annual meeting and conference on technological literacy, National Association for Science, Technology, and Society, Radisson Plaza Hotel at Market Center, Alexandria, Va. Contact: Robert Meridian, 60 Willard Building, University Park, Pa. 16802; (814) 865-9951.

6-9: Women and sports. "Leading the Way to a New Generation of Girls and Women in Sport," symposium, Slippery Rock University, Slippery Rock, Pa. Contact: Laurel A. Damon, (412) 738-2027, or Catherine Higgs, (412) 738-2788.

6-13: Art libraries. Annual meeting, Art Libraries Society of North America, Chicago Hilton Hotel, Chicago. Contact: Ann, 3900 East Elmwood Street, Tucson, Ariz. 85711; (602) 881-8479.

6-13: Art libraries. "Whatever Happened to Beauty: Aesthetics in a Culture of Signs," symposium, University of Texas and other sponsors, Austin, Tex. Contact: Center for the Study of Modernism, (512) 471-7547, or Texas Fine Arts Association, 3809-B West 35th Street, Austin, Tex. 78703; (512) 453-5312.

6-13: Art libraries. "The Role of Spirituality in Recovery," seminar, University of California at San Diego, San Diego. Contact: (619) 534-3400, fax (619) 534-8527.

6-13: Management. "Managing for Success," seminar, University of Utah, Salt Lake City. Contact: Janice Blackham, University of Utah, Conferences and Institutes, 2174 Annex Building, Salt Lake City 84112; (801) 581-5809.

6-13: Women's studies. "Women as Creator: an Interdisciplinary Approach," conference, Maryland College, Scranton, Pa. Contact: Judith Hochman, Dean of Continuing Education, Maryland College, 2300 Adams Avenue, Scranton, Pa. 18509; (717) 348-6211.

6-13: Faculty. National conference of American Indian professors, Arizona State University, Tempe, Ariz. Contact: Center for Indian Education, Arizona State University, Farmer 415, Tempe, Ariz. 85287-1311; (602) 965-6292.

6-13: Legal issues. Workshops on legal issues in higher education, Sheraton Sand Key Resort, Clearwater, Fla. Contact: Alice Ruffner, Stetson University College of Law, 1401 61st Street South, St. Petersburg, Fla. 33707; (813) 345-1121, ext. 312.

6-13: Students. "Campus Council Issues: Preparing for the 21st Century," annual conference, Association for Student Judicial Affairs, Sheraton-Sand Key Resort, Clearwater Beach, Fla. Contact: Dennis E. Gregory, Director of Residence Life and Housing, Wake Forest University, Box 7749 Reynolds Station, Winston-Salem, N.C. 27109; (919) 759-5185.

6-13: Philosophy. "Diversity and the Unions of Culture: 'Orientalism' and the Politics of Knowledge," conference, Greater Philadelphia Philosophy Consortium, Temple University, Philadelphia. Contact: Mary H. Donohue, Thomas Library, Bryn Mawr College, Bryn Mawr, Pa. 19010.

6-13: Legal issues. "... And Here's the Foot Shot: Fairness in Intercollegiate Athletics," conference, National Association of College and University Attorneys, Radisson Suite Resort, Clearwater Beach, Fla. Contact: Ann Louise Runk, Meetings Manager, NACUA, Suite 620, One Dupont Circle, Washington 20036; (202) 433-8390, fax (202) 296-8179.

6-13: Geology. "Thematic Conference on Geologic Remote Sensing: Exploration, Environment, and Engineering," seminar, Pasadena, Cal. Contact: Nancy J. Wallman, FRIM, P.O. Box 134001, Ann Arbor, Mich. 48113-4001; (313) 994-1200, ext. 3234, fax (313) 994-5123.

6-13: Institutional advancement. District conference, Council for Advancement and Support of Education, Franklin Plaza Hotel, Philadelphia. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-9900.

6-13: Legal issues. "Managing Critical Liability Issues," conference, National Association of College and University Attorneys, Sheraton-Sand Key Resort, Clearwater Beach, Fla. Contact: Ann Louise Runk, Meetings Manager, NACUA, Suite 620, One Dupont Circle, Washington 20036; (202) 433-8390, fax (202) 296-8179.

6-13: Multicultural issues. "Managing Diversity in the University/College Workplace," workshop, Southwest Center for Human Relations Studies, San Diego. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-9900.

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CONFERENCES, WORKSHOPS

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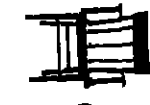
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INSTITUTE FOR THE MANAGEMENT OF LIFELONG EDUCATION

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CONFERENCES

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The First Annual Conference of Community College Chairs
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Phoenix, Arizona March 28 - 29, 1992

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ADVANCING ACADEMIC LEADERSHIP
Sponsored by The Maricopa Community Colleges

ACADEMY

March 18-20, 1992, San Antonio, Texas

2nd Annual

THE TROUBLED ADOLESCENT

THE NATION'S CONCERN AND ITS RESPONSE
A national conference focusing on current issues and
concerns related to the changes and challenges fac-
ing American youth; addressing the nation's needs
and responses entering the last decade of the twenti-
eth century. Special interest sessions will focus upon
current efforts to address these concerns, identifica-
tion of high impact issues and problems facing Amer-
ican youth, and potential prevention strategies and
solutions. Topic areas are:

Poverty and Unemployment
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Violence
Dysfunctional Families
Educational Issues
Drugs: Use and Abuse

Registration Deadline: February 26, 1992

For Conference Brochure

Call or Write to the address below:

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Office of Continuing Education/Extension and Summer Session
University of Wisconsin-Stout, Menomonie, Wisconsin 54751
715-232-2993 (local) • 800-35-STOUT • 715-232-3385 (FAX)

Coming Events

Continued From Page A42

14-16: Multicultural education. Annual conference, National Association for Multicultural Education, Orlando, Fla. Contact: Alfred G. Mouton, Division of Basic Studies, McNeese State University, Lake Charles, La. 70604; (318) 475-5131 or (318) 474-4772; fax (318) 475-5193.

15-18: Black writers. Meeting. Union of Writers of the African Peoples, Community College of Philadelphia, Philadelphia, Pa. Contact: UWAP, c/o Forthright Quarterly, 3701, University of Pittsburgh, Pittsburgh 15260; (412) 648-7540; fax (412) 648-7214.

16-17: Institutional advancement. District conference. Council for Advancement and Support of Education, Grand Hyatt Hotel, Washington. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

18-19: Teacher education. "Education and Family: A Global Perspective," annual meeting, Association of Teacher Educators, Orlando, Fla. Contact: ATE, 1900 Association Drive, Reston, Va. 22091-1599; (703) 620-3110, fax (703) 620-9530.

18: Personnel. "Salary Equity," professional-development program, College and University Personnel Association, Capital Hilton Hotel, Washington. Contact: Lucia Crella or Karen Simon, CUPA, Suite 503, 1233 20th Street, N.W., Washington 20036; (202) 429-0311, ext. 6.

18-19: Enrollment. "Retention Showcase: Focus on the Undecided Student," conference, Bradley University, Covington, La. Contact: Center for Educational Development, Bradley University, Peoria, Ill. 61625; (309) 677-2420.

18-19: Equal opportunity. "Passport to the Future: Forging Partnerships Through Diversity, Education, and Employment," annual conference, Southeastern Association of Educational Opportunity Program Personnel, Stouffer Nashville Hotel, Nashville, Tenn. Contact: Loreta R. Herin, Project Upland, Benedict College, Columbia, S.C. 29203; (803) 253-5342.

17 Presidents' Day

17-19: Fund raising. "Securing Major Gifts Using Gift-Planning Techniques," seminar, National Planned Giving Institute, French Quarter Suites Hotel, Memphis. Contact: Kathy L. Robbins, Robert F. Sharpe and Company, 3030 Poplar Avenue, Memphis 38157-1212; (901) 767-2330 or (800) 238-3253.

18-23: Campus activities. Annual meeting, National Association for Campus Activities, Dallas. Contact: NACA, P.O. Box 6826, Columbia, S.C. 29206; (803) 732-8424.

18-21: Ethics. "The Future of Ethics in America: Can an Individual Make a Difference?" national conference, California State University, Long Beach, Cal. Contact: Delana Davis, (310) 985-8446, fax (310) 985-8449.

18-21: Fund raising. "Taxes and Giving," seminar, National Planned Giving Institute, French Quarter Suites Hotel, Memphis. Contact: Kathy L. Robbins, Robert F. Sharpe and Company, 3030 Poplar Avenue, Memphis 38157-1212; (901) 767-2330 or (800) 238-3253.

18-21: Fund raising. "Winter Institute for Senior Development Professionals," Council for Advancement and Support of Education, Hyatt Regency Hotel, Sarasota, Fla. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

20: State financing. "How to Increase Your State Funding: Trends and Strategies to Increase State Funding for Higher Education Institutions," teleconference, Dallas County Community College District and Community College Satellite Network. Contact: Jeff Rodman, (214) 952-0332, fax (214) 952-0329.

20-21: Alumni. "Working With Alumni Boards," workshop, Council for Advancement and Support of Education, Adam's Mark Hotel, St. Louis. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

20-21: Business officers. "Budgeting for Academic and Student-Services Personnel," workshop, National Association of College and University Business Officers, Boston. Contact: NACUBO, Professional Development Department, Suite 500, One Dupont Circle, Washington 20036; (202) 861-2520.

20-21: Fund raising. "Focus On Your Success" conference, National Society of Fund Raising Executives, Holiday Inn Riverwalk, San Antonio. Contact: NSFE, P.O. Box 40422, San Antonio 78229-1422.

20-21: Legal issues. "Law and Leadership in the Schools," conference, Stetson University, St. Petersburg, Fla. Contact: Alice Ruffner, Conference Coordinator, Stetson University College of Law, 1401 61st Street South, St. Petersburg, Fla. 33707; (813) 345-1121, ext. 312.

20-21: Management. "Evaluating and Timing Capital Projects," workshop, OR/Ed Laboratories, Oriental, N.C. Contact:

OR/Ed, P.O. Box 888, Oriental, N.C. 28571; (919) 249-3040.

20-22: Administrators. Annual meeting, American Association of Presidents of Independent Colleges and Universities, Phoenix. Contact: (213) 450-4448.

20-22: Education. "Infusion of African and African-American Content in the School Curriculum," national conference, Kente Fund, Hyatt Regency Hotel, Atlanta. Contact: Kente Fund, P.O. Box 396, Atlanta 30301.

20-22: English. Southeast regional conference on English in the two-year college, National Council of Teachers of English, Raleigh, N.C. Contact: Hilka Barrow, Phi Community College, Drawer 7007, Greenville, N.C. 27835; (919) 355-4416.

20-22: Multiculturalism. "Multicultural Washington, D.C.: the Changing 'Complexion' of Social Inequality," conference, American University and Institute for Policy Studies, Washington. Contact: Robert D. Muenster, Department of Sociology, American University, Washington 20016; (202) 885-2474, fax (202) 885-2477.

20-23: Continuing education. Division meeting, National University Continuing

Education Association, Knickerbocker Chicago Hotel, Chicago. Contact: Christopher L. Guyman, University of Chicago, Office of Continuing Education, 535 Kimbark Avenue, Chicago 60637; (312) 702-1722, fax (312) 702-8814.

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20-23: Higher education. "Re-Forging Arts and Sciences Majors: Strengthening Majors as Communities for Liberal

CONFERENCES, WORKSHOPS

Mathematica Across the Curriculum Workshops at Vanderbilt University Summer 1992

Mathematica software from Wolfram Research enables significant new approaches to teaching any discipline where mathematics is important. Vanderbilt University will host a series of workshops designed for collegiate faculty, on using Mathematica in various disciplines. The sessions will be led by Vanderbilt faculty with experience in using Mathematica in instruction. The workshops will make extensive use of Vanderbilt's electronic classroom, and each workshop will therefore be limited to thirty participants.

For more information,

please write Mathematica Workshops, Box 1877 Station B, Vanderbilt University, Nashville, TN 37235; call 616-322-2861; or e-mail InterNet, Mathshop@CIVVAX.Vanderbilt.EDU. For first consideration, please make a reservation with Vanderbilt by March 16, 1992. The workshop series is supported in part by a grant from the Pew Charitable Trusts, and there is a \$100 registration fee. Faculty from historically black institutions are especially welcome.

- June 1 - 5: Physics, including optics & quantum mechanics
- June 8 - 12: Mathematics, including calculus, differential equations, and linear algebra
- June 15 - 19: Developing Courseware, assumes experience with Mathematica
- June 22 - 26: Mathematics (repeat of June 8 - 12)
- June 29 - July 3: Developing Courseware (repeat of June 15 - 19)
- July 13 - 17: Physics (repeat of June 1 - 5)

3rd National Conference on College Teaching and Learning

APRIL 9 - 11, 1992 - OMNI Hotel - Jacksonville, Florida

"Improving Teaching and Learning in the College Classroom"

The conference will focus on four areas:

1. Innovative college teaching/learning techniques
2. Classroom research projects conducted by teachers
3. Developing Teaching/Learning Centers
4. Applying technology in the classroom

Some featured presenters are:

- Thomas A. Angelo
- Larry Darling
- Paul Doughtie
- Pat Hutchings
- Roger T. Johnson
- George Vaughan
- Carol Weiss

For registration forms and more information, contact:

Dr. Bill Martin
Martin Center for College Services
Florida Community College at Jacksonville
501 W. State St., Jacksonville, Florida 32202
(904) 832-3155 FAX: 832-3393

The Center
for the Advancement of
Teaching and Learning

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Gazette

Gazette

Learning," regional conference, Association of American Colleges, Philadelphia. Contact: Thomas Leavens, Associate Director of Programs, AAC, 1818 R Street, N.W., Washington 20009; (202) 387-3760.

20-22: Mathematics. Math workshop, Addison-Wesley Publishing Company, Inc., 300 Lake Street, Reading, Mass. 01867; (617) 944-3700.

20-22: Student Affairs in the 90's. "Searching for the Silver Lining," conference, Saint Joseph's University and other sites, Saint Joseph's University, 5600 York Road, Philadelphia 19131-1395; (215) 660-1073.

20-22: Computers and libraries. "Online, In-line: Computer Law for the Office," conference, Southern California Association of Law Libraries, Los Angeles. Contact: Kathleen Smith, (213) 699-1019, or Eleanor Gonzales, (213) 239-0158.

20-22: Women's studies. "Restoration and 18th-Century Women's Voices," annual meeting, Alpha Beta Society, New Orleans. Contact: Ellen Gardiner, Department of English, University of Mississippi, University, Miss. 38677.

20-22: Ethnography. "Ethnography in Education Forum," University of Pennsylvania, Philadelphia. Contact: Frances Riemer, Center for Urban Ethnography, 100 Walnut Street, Philadelphia 19104-1016; (215) 896-3273.

20-22: Business education. "National Life Sciences Education Summit Conference II," conference, Coalition for Education in the Life Sciences, Wingspread Conference Center, Racine, Wis. Contact: Racine Henry, American Society for Microbiology, 1325 Massachusetts Avenue, N.W., Washington 20005; (202) 737-3600.

20-22: Freshman year. Annual meeting on the freshman-year experience, University of South Carolina, Columbia, S.C. Contact: Freshman Year Experience Conference, University of South Carolina, 101 University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-4029.

22 Washington's Birthday

20-22: Freshman year experience. "Freshman-Senior Instructor Training," workshop, University of South Carolina and other sponsors, Columbia, S.C. Contact: Freshman Year Experience Conference, University of South Carolina, 101 University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-4029.

20-22: Mathematics. Math workshop, Addison-Wesley Publishing Company, Inc., 300 Lake Street, Reading, Mass. 01867; (617) 944-3700.

20-22: Critical thinking. "Critical-Thinking Teaching Strategies," regional institute, Foundation for Critical Thinking, Los Angeles. Contact: Center for Critical Thinking, Sonoma State University, Rohnert Park, Cal. 94923; (707) 664-2930.

20-22: Institutional advancement. District conference, Council for Advancement and Support of Education, Delta Hotel, Vancouver, British Columbia. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

20-22: Leadership development. "Leadership Development Program for Women in Higher Education," National Institute for Leadership Development, Columbia, S.C. Contact: NIDA, 640 North First Avenue, Phoenix 08003; (602) 223-4290.

20-22: Business officers. "Treasury/Cash Management," workshop, National Association of College and University Business Officers, Boston. Contact: NACUBO, Professional Development Department, Suite 500, One Dupont Circle, Washington 20036; (202) 861-2520.

20-22: Fund raising. "The Path to Success," seminar, Institute for Charitable Giving, Dallas Marriott-Quorum Hotel, Dallas. Contact: ICE, 500 North Michigan Avenue, Chicago 60611; (312) 222-9757, fax (312) 222-9411.

20-22: International education. Annual conference on international education, Community College for International Development, Costa Mesa, Cal. Contact: CCI, 1519 Clearlake Road, Costa Mesa, Cal. 92626; (407) 631-3784, fax (407) 639-0078.

20-22: Summer programs. "Maximizing Summer Opportunities—Utilizing Existing Resources," national conference, University of South Carolina, Myrtle Beach, S.C. Contact: University of South Carolina, Division of Continuing Education, 1100 N.E. Second Avenue, Miami Shores, Fla. 33161-6695; (305) 850-3410.

20-22: Minority studies. "Strengthening Our Voice," conference, Asian and Pacific Americans in Higher Education, Sheraton Plaza La Reina Hotel, Los Angeles. Contact: (714) 564-6141.

27-March 1: Aging. "Getting to Know You Building Partnerships Among the Disciplines and Professions," annual meeting, Association for Gerontology in Education, Stouffer Harborplace Hotel, Baltimore. Contact: AGES, Suite 410, 1001 Connecticut Avenue, N.W., Washington 20036-5504; (202) 879-9277.

27-March 1: Peace studies. "Conflict and

Change in the 1990's: Redefining Power, Democracy, and Development," annual meeting, Peace Studies Association, University of Colorado, Boulder, Colo. Contact: PSA, Campus Box 471, University of Colorado Boulder, Colo. 80309-0471; (303) 492-7718.

27-March 1: Psychology. "National Feminist Psychology Conference: Women's Realities, Women's Visions," Association for Women in Psychology, Sheraton at Shoreline Square Hotel, Long Beach, Cal. Contact: Patricia Rozee, P.O. Box 15743, Long Beach, Cal. 90815; (213) 985-5022.

28-29: Art therapy. "Exploring the Boundaries: Art and Mental Health," conference, Washington 20036; (202) 328-5900.

28-29: Business officers. "Intermediate Fund Accounting," workshop, National Association of College and University Business Officers, Monterey, Cal. Contact: NACUBO, Professional Development Department, Suite 500, One Dupont Circle, Washington 20036; (202) 861-2520.

28-29: Fund raising. "Know the Essentials," seminar, John Brown Limited, Harvard Faculty Club, Cambridge, Mass. Contact: JBL, P.O. Box 296, Peterborough, N.H. 03458-0296; (603) 924-3834, fax (603) 924-7998.

28: Health. "Beyond the Facts: Promoting Sexual Health in Campus Communities," teleconference, American College Health Association and other sponsors, Contact: Labow & Associates, 1818 West Sunset Drive, Stillwater, Okla. 74074; (405) 743-0559, fax (405) 777-9118.

28: Philosophy. "Symposium in Memory of Morris Weitz," Boston University, Boston. Contact: Robert S. Cohen, Center for Philosophy and History of Science, Boston University, Boston 02215.

28-29: Teacher education. "Where Are We Going? Who Will Lead Us There?" annual meeting, American Association of Colleges for Teacher Education, San Antonio Marriott Rivercenter Hotel, San Antonio. Contact: Sunja Goree or Claude Goldberg, AACTE, Suite 610, One Dupont Circle, Washington 20036-1186; (202) 203-2450.

28-29: Fund raising. Seminars, Nova University, Fort Lauderdale, Fla. Contact: Nova University, Office of Continuing Education, 201 Mallman-Hollywood Building, 3301 College Avenue, Fort Lauderdale, Fla. 33308.

28-29: Coatings. Annual symposium on water-borne, higher-solids, and powder coatings, Southern Society for Coatings Technology and University of Southern Mississippi, New Orleans. Contact: Robert E. Stoney or Shelby E. Thomas, Department of Polymer Science, University of Southern Mississippi, Southern Station Box 10076, Hattiesburg, Miss. 39406-0076; (601) 266-5193.

28-29: Learning technology. "Learning Technology in the Health-Care Sciences and Interactive Instruction Delivery," conference, Society for Applied Learning Technology, Orlando, Fla. Contact: Program Coordinator, SALT, 50 Culpeper Street, Watertown, Mass. 02154.

28-29: Minority studies. "Diversity and Access: Diverse or Diluted?" annual meeting, Pennsylvania Black Conference on Higher Education, Penn Tower Hotel, Philadelphia. Contact: Alena King, Philadelphia College of Pharmacy and Science, 600 South 43rd Street, Philadelphia 19104; (215) 596-8522, fax (215) 895-1100.

28-March 1: Developmental education. "Celebrating Diversity," annual conference, National Association for Developmental Education, San Antonio. Contact: Sylvia Lujan, University of Texas-Pan American, 1301 West University Drive, Edinburg, Tex. 78541; (512) 881-2585.

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CONFERENCES

Announcing the 1992 GAPFAC NATIONAL FORUM

Graduate and Professional Schools: Influencing the Policy Making Process

February 25 and 26, 1992

location Washington-Marriott Hotel
1221 22nd and M Streets
Washington, DC 20037
(202) 872-1500

sponsor **gapfac**

Graduate and Professional Financial Aid Council

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Agenda Highlights:

Featured Speakers and
Activities

February 25, 1992

Dallas Martin
National Association of
Student Financial Aid Administrators

Mark Heffron
American College Testing

Ted Bracken
Consortium on Financing
Higher Education

Ruth Lammert Reeves
Georgetown University School of Law

William Blakey
Ciohan and Dean

Trip to Capitol Hill and Reception

February 26, 1992

Coming Events

Continued From Preceding Page

29: Drug abuse. "Annual Intercollegiate Prevention Forum: Campus and Communities—Partners in Preventing Alcohol and Other Drug Problems." San Diego Area Intercollegiate Consortium, University of San Diego, San Diego. Contact: Nancy Kahlavsky, Alcohol, Tobacco, and Other Drug Studies, University of California Extension 0176, 9500 Gilman Drive, La Jolla, Cal. 92093-0176; (619) 534-2324, fax (619) 534-0485.

29: Philosophy. "Which Computers Can Think?" symposium, University of New Hampshire, Durham, N.H. Contact: Ken Westinhal, Department of Philosophy.

University of New Hampshire, Durham, N.H. 03824.
29-March 4: Holocaust and religion. "Holocaust and Church Struggle: Religion, Power, and the Politics of Resistance." annual scholars conference on the Holocaust and the German church struggle, University of Washington, Seattle. Contact: H. G. Locke, University of Washington, 55-103, Seattle 98195; fax (206) 543-1096.

MARCH

1-3: Business education. "Going International: A Mini-Workshop Series," seminar, American Assembly of Collegiate Schools of Business, location to be determined.

CONFERENCES, CALLS FOR PAPERS

Conference On Leadership and Social Responsibility April 10-12, 1992

Sponsored by Monmouth College West Long Branch, New Jersey

The conference will serve as a forum for educators, scholars, managers, and human resource personnel to exchange ideas and practices on the development of broad-based leadership and social responsibility in our schools, businesses, and communities.

Second Call For Proposals: Papers and Workshops

Topics might include:

- Conceptualizing and teaching for leadership in the 21st century—the curriculum and the pedagogy;
- Conflict resolution—teaching strategies and applications;
- Collaborative learning, leading, and problem-solving;
- Building team-based, horizontal organizations;
- Exploring and developing social responsibility in students, educators, corporations, and employees;
- Leadership issues for women and people of color;
- Community partnerships and community service.

Deadline for 300-word proposal: February 15, 1992
The proposal will serve as a program abstract.

The conference fee is \$115.00 per person.
For further information, hotel accommodations, or to register contact:

Glenn Nemerowicz
Dean, School of Arts and Sciences/Vice Provost
Sallya Sarsar
Assistant Dean for Leadership Initiatives
Monmouth College, West Long Branch, New Jersey 07764
(908) 571-7508

Partially supported by the New Jersey Department of Higher Education Grant for Excellence Initiatives and The W.K. Kellogg Foundation

Call for Proposals

American Association of University Administrators 1992 AAUA Exemplary Models Awards and John Blackburn Award Third Annual Competition Doing More with Less The Challenge of Constraints Deadline February 24, 1992

The American Association of University Administrators (AAUA) has created the Exemplary Models Competition to recognize outstanding examples of academic administration and to publicize creative solutions to common problems in higher education. This year AAUA is seeking proposals in three areas:

Total Quality Management (TQM) in Higher Education Enrollment Management Institutional Budget and Financial Management

Those submitting the winning proposal in each area will act as respondents and present their projects at the AAUA National Assembly XXI, Friday June 12 to Sunday June 14, 1992 in Cincinnati, Ohio. Abstracts of winning proposals will be published in the AAUA's *Journal for Higher Education Management*.

Proposals consist of a cover page available from AAUA, a one-page abstract, and a maximum five-page summary of the project or initiative. Notification date: Monday, March 30, 1992.

For a copy of the application form or further information contact:

Susan B. Kaplan, AAUA General Secretary, 2121 Eye Street, Washington, DC 20002, Phone (202) 984-6503, Fax (202) 984-0654 (or)

Jerome L. Neuner, Awards Committee Chair, Canisius College Buffalo, NY 14208, Phone (716) 888-2120, Fax (716) 888-2625

mined. Contact: AACSB, 605 Old Ballas Road, St. Louis 63141; (314) 872-8481.
1-3: Education research. Annual meeting, Eastern Educational Research Association, Hyatt Regency Hotel, Hilton Head, S.C. Contact: Martin Sharp, Program Chair, 4 Kavay Way, Malibu Hills, N.J. 08062; (609) 478-4299.

1-4: Higher education. "Successful College Teaching and Administration," conference, University of Florida and Texas Tech University, Orlando, Fla. Contact: University of Florida, Division of Continuing Education, 3207 N.W. 13th Street, Gainesville, Fla. 32609-3476; (904) 392-1701.

2-3: Business education. "Total Quality Management," workshop, National Association of College and University Business Officers, San Diego. Contact: NACUBO, Suite 500, One Dupont Circle, Washington 20036; (202) 861-2520.

2-3: Management. "Making the Optimal Use of Resources," workshop, United Laboratories, Oriental, N.C. Contact: OR/ED, P.O. Box 888, Oriental, N.C. 28571; (919) 249-3040.

2-4: Marketing. "Developing a Strategic Marketing Plan," workshop, Council for Advancement and Support of Education, Pure Fifty-Five Hotel, San Francisco. Contact: CAS, (202) 328-5900.

3-7: English as a second language. Annual convention and exposition, Teachers of English to Speakers of Other Languages, Vancouver, British Columbia. Contact: Yestel, Suite 300, 1400 Convent Street, Alexandria, Va. 22314; (703) 836-0774.

4 Ash Wednesday

4: Minorities. "Recruiting and Retaining Minority Students," faculty, administrators, strategies for the 90's," teleconference, Black Issues in Higher Education, Contact: Black Issues in Higher Education, (703) 385-2981.

4: Teaching. "Higher Performance Education: Meeting Employers Needs," teleconference, Dallas County Community College District and other sponsors. Contact: Jeff Rodman, (214) 952-0332.

4-7: Computers and libraries. "Computers in Libraries," conference and exhibition, *Computers in Libraries* magazine, Sheraton Washington Hotel, Washington. Contact: Meckler Conference Management, 11 Ferry Lane West, Westport, Conn. 06880; (800) 635-5337 or (203) 226-6690.

4-7: Women. "Colors of the Heart: Building Community, Caring for Self," annual conference, National Association for Women in Education, Saint Anthony Hotel, 215, 1325 18th Street, N.W., Washington 20036; (202) 638-9330, fax (202) 457-0946.

5: Minorities. "Student-Campus Interview Session," Southeastern Regional Office of National Scholarship Service and Fund for Negro Students, Renaissance Center, Detroit. Contact: SENO-SFNS, 961 Martin Luther King Jr. Drive, N.W., Atlanta 30314; (404) 577-1990.

5: Admissions. College fair, National Association of College Admission Counselors, John B. Hyman Auditorium, Boston. Contact: NACAC, (703) 836-2222.

5-6: Cooperative education. "Legal Aspects in Cooperative Education," training program, Northeastern University, Boston. Contact: Donna Daylor, Northeastern University, Center for Cooperative Education, 503 Stevens Center, Northeastern University, Boston 02115; (617) 437-3774, fax (617) 437-3402.

5-6: Institutional advancement. "Making Your News Service More Effective," workshop, Council for Advancement and Support of Education, Sheraton-Society Hill Hotel, Philadelphia. Contact: CASE, (202) 328-5900.

5-7: Humanities. "The Old French Lancelot-Grail Cycle," conference, National Endowment for the Humanities, University of Texas, Austin, Tex. Contact: William W. Kibler or James J. Winneat, French and Italian, University of Texas, Austin, Tex. 78712; (512) 471-5331.

5-7: Philosophy. "Power, Pluralism, and Post-Modernism," meeting, Society for the Advancement of American Philosophy, Cincinnati. Contact: Kenneth Stickers, Philosophy Department, Seattle University, Seattle 98122.

5-7: Social images. "The Image of War in Literature, Society, and the Media," teleconference, Society for the Interdisciplinary Study of Social Images, Colorado Springs. Contact: Steve Kaplan, Department of English and Foreign Languages, University of Southern Colorado, Pueblo, Colo. 81001; (719) 540-2100.

5-8: General education. "Multiculturalism and Education: The Way Ahead," conference, Association for General Education, International, Denton, Tex. Contact: AGED Academic Core Programs, 76203; (817) 365-3305, fax (817) 365-4517.

5-8: Ethnic studies. "Ethnicity and Racialization: A National Association of College and University Faculty," annual conference, National Association of College and University Faculty, University of Virginia, Charlottesville. Contact: Johnny Washington, (407) 367-3868.

5-8: International issues. "International Security: The Environmental Dimension," symposium, Tufts University,

Medford, Mass. Contact: S. Teichman, Director, Education for Public Inquiry and International Citizenship, Miner Hall, Tufts University, Medford, Mass. 02155; (617) 381-3314.
5-8: Teaching. "11th Conference on College Teaching—West," Miami University, Lake Arrowhead, Cal. Contact: Laurie Ricklin, (513) 767-6450.

Deadlines

A symbol (a) marks items that have not appeared in previous issues of The Chronicle.

FELLOWSHIPS

February 14: International studies. Applications for dissertation and postdoctoral fellowships for advanced German and European studies, with residence at the Free University of Berlin. Contact: Social Science Research Council, 605 Third Avenue, New York 10158.

February 15: Environmental science and engineering. Applications for resident summer fellowships. Contact: Environmental Science and Engineering Program, American Association for the Advancement of Science, (202) 328-6600.

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February 15: Ethnic studies. Applications for Rockefeller Foundation fellowships. Contact: Evelyn Hu-DeHurt, Director, Center for Studies of Ethnicity and Race in America, University of Colorado, (303) 492-0852.

February 15: Global change. Applications for Global Change Distinguished Postdoctoral Fellowships, sponsored by the Department of Energy. Contact: Global Change Distinguished Postdoctoral Fellowships, Division of Continuing Education, Oak Ridge Associated Universities, (615) 576-5805.

February 15: Humanities. Applications for doctoral fellowships for research in philosophy. Contact: Center on Philosophy, (317) 274-4200.

February 15: Science and engineering. Applications for two-year fellowships in the White House Office of Science and Technology Policy. Contact: AAAS-Sloan Fellowship Program, Science and Engineering Policy, American Association for the Advancement of Science, 1333 11 Street, (202) 326-6000.

February 15: Women in medicine. Applications for summer fellowships for research in the Archives and Special Collections on Women in Medicine. Contact: Archives and Special Collections on Women in Medicine, Medical College of Pennsylvania, 3300 Henry Avenue, Philadelphia 19129.

February 20: Humanities. Applications for visiting fellowships in the humanities. Contact: Jacqueline Murray, Director, Humanities Research Group, University of Windsor, 401 Sunset Avenue, Windsor, Ontario N9B 3P4; (519) 253-4232, ext. 3508, fax (519) 973-7050.

February 20: Humanities curriculum. Applications for American Council of Learned Societies Fellowships in Humanities Curriculum Development. Contact: Fellowships Office, American Council of Learned Societies, 228 East 45th Street, New York 10017-3398.

March 1: African studies. Applications from doctoral students from sub-Saharan Africa for Rockefeller Foundation African Studies Dissertation Internship Awards. Contact: African Studies Internship Awards, Rockefeller Foundation, 1133 Avenue of the Americas, New York 10036.

March 15: Black studies. Applications for Rockefeller Foundation fellowships. Contact: Owen Tolbert, Office Manager, Center for the Study of Black Literature and Culture, University of Pennsylvania, 3803 Walnut Street, Philadelphia 19104.

March 15: Humanities. Applications from faculty members at historically black colleges and universities for fellowships for graduate study in the humanities. Contact: Catherine Brown Tkacz, Division of Fellowships and Seminars, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 785-0466.

March 15: International issues. Applications for Hubert H. Humphrey Fellowships for unclassified doctoral-dissertation research in arms control and disarmament. Contact: Hubert H. Humphrey Fellowship Program, Operations Analysis, U.S. Arms Control and Disarmament Agency, Washington 20521. (For further information, see *Federal Register*, Oct. 16, Page 51,875).

GRANTS

February 7: Environment. Applications for cooperative agreements or grants for projects in environmental education specified in Section 6 of the National Environmental Education Act. Contact: National Environmental Education Act, Contact: Eastern Standard Time, 1001 19th Street, N.E., Washington 20002-4201, December 10, Pages 64,513-4.

February 14: Technology and ethics. Applications for grants for on-campus lectures. Contact: CTE Corporation, Lectureship Program, P.O. Box 617, Princeton, N.J. 08541-617; (609) 951-4597.

February 15: Philanthropy. Applications for grants for research in philanthropy. Contact: Center on Philanthropy, Suite 301, 550 West North Street, Indianapolis 46202; (317) 274-4200.

February 26: Energy biosciences. Applications for research grants in energy biosciences. Contact: Program NRE-102, Department of Energy, Office of Basic Energy Sciences, Washington 20585 or Phil Snyder, (301) 903-2873, for further information, see *Federal Register*, November 29, Pages 61,084-5.

March 15: Higher education. Applications for grants for College-School Partnerships to Improve Learning of Essential Academic Subjects. Contact: Sherris Marshall, Fund for the Improvement of Postsecondary Education, Department of Education, Room 3100, Regional Office Building 3, Seventh and D Streets, S.E., Washington 20202-5175. For further information, see *Federal Register*, January 14, Pages 1,628-9.

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